DOCUMENT RESUME

ED 252 765 CG 017 933

TITLE	Comprehensive School Psychological Services.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	Jun 84
NOTE	89p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Certification; Delivery Systems; Elementary Secondary Education; Guidelines; *Professional Development; Professional Training; *Program Development; Program Evaluation; Psychometrics; *School Psychologists
IDENTIFIERS	*Kentucky

ABSTRACT

This handbook, designed to assist Kentucky school district personnel in planning school psychological services, is organized into four major sections. In the initial section, Overview of School Psychology, information on training and credentialing of school professionals is presented. This section includes information on state requirements for certification and accreditation. The next section, School Psychological Services, delineates the specific areas of responsibility in which school psychologists have training. The third section, Organization of School Psychological Services, addresses service delivery models, multidisciplinary team involvement, program evaluation and accountability, and working conditions. Finally, the Professional Standards section discusses issues relevant to professional functioning and development, including legal and ethical concerns, and appropriate professional practices. Documents related to the professional practice of school psychology in Kentucky are appended. (LLL)

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Comprehensive School Psychological Services

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Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
June, 1984

FOREWORD

The provision of school psychological services is a relatively recent development in Kentucky. Presently, about half of the local school districts in Kentucky employ a school psychologist or psychometrist, and the number is growing each year. There are multiple reasons for this growth: a) school psychologists are highly trained school professionals with broad knowledge of both education and psychology, b) there is an increasing need for school psychological services in connection with Federal and State mandates for the education of exceptional children, and c) there is increased recognition that school psychological services can address the educational and mental health needs of all children.

This Comprehensive School Psychological Services Handbook has been designed to assist local school districts as they plan for the provision of school psychological services. The Handbook describes the nature and scope of these services, including role and function, credentialing, service delivery approaches, and professional standards. The information contained herein will assist a school district in the development and implementation of a comprehensive school psychological services program, consistent with Kentucky accreditation standards and sound professional practice.

Clearly, there will be significant variability across the state with respect to school psychological services. It is not expected that new or recently established programs will immediately meet all the guidelines described in this Handbook, but it is the desire of the Kentucky Department of Education that these guidelines serve as a model for program development. School personnel who wish to establish, modify or extend their program of school psychological services may wish to contact the school psychology consultant in the Division of Student Services at the Kentucky Department of Education.

Alice McDonald
Superintendent of Public Instruction

COMPREHENSIVE SCHOOL PSYCHOLOGICAL SERVICES

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June 1984

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Cost of printing paid from state funds.

ACKNOWLEDGMENTS

The Division of Student Services is grateful to the writing committee for their expertise and time in the preparation of this handbook. These persons volunteered their services through the Kentucky Association for Psychology in the Schools (KAPS):

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June 1984

SPECIAL APPRECIATION

The Division of Student Services offers a special thanks to the many persons who contributed their time and effort to the draft review of this handbook.

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INTRODUCTION

School psychological services in Kentucky have undergone a rapid expansion in recent times. While school psychologists have practiced in the state for many years, the Kentucky Department of Education did not begin certifying school psychologists until 1979. Prior to that time, school psychometrists were certified to perform testing services throughout the Commonwealth, and the State Board of Psychology licensed and certified a small number of school psychologists. The recent discontinuance of psychometry endorsements (in favor of school psychology) and the current role of the Department of Education in the development of credentials and standards for school psychologists have reflected a perceived need for expanded, quality school psychological services. Currently, the number of persons who have achieved school psychology certification in the state is 118. A large number of school districts employ school psychologists, and four universities within the state offer approved school psychology training. These and related developments have created a need for a comprehensive set of guidelines regarding the provision of school psychological services to Kentucky's children and youth.

Comprehensive School Psychological Services is a guide for school psychologists and psychometrists who are developing and delivering psychological services in Kentucky schools. The outline of services, if totally implemented as presented, would offer an optimal school psychological services program to public shool districts in accordance with mandated programs for the handicapped, state public school accreditation standards, and standards set forth by professional organizations for the delivery of school psychological services. This handbook is also provided to assist school district personnel in understanding the elements needed to establish, modify or expand their program of school psychological services.

The handbook is organized into four major sections. In the initial section, Overview of School Psychology, information on training and credentialing of these school professionals is presented. This section allows the reader to obtain an understanding of the education and experience which school psychologists bring to bear on their job responsibilities, and the sources of sanction for their activities in schools. The next section, School Psychological Services, delineates in considerable detail the specific areas of responsibility in which school psychologists have training. The third section, Organization of School Psychological Services, addresses service delivery models, multidisciplinary team involvement, program evaluation and accountability, and working conditions. Finally, the Professional Standards section serves to discuss issues relevant to professional functioning and development, including legal and ethical concerns, and appropriate professional practices. Documents related to the professional practice of school psychology in Kentucky are appended.

It is hoped that Comprehensive School Psychological Services will serve as a catalyst for important discussion at the local and state levels regarding the continued development and improvement of school psychological services for Kentucky's students.

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Overview of School Psychology

School psychologists are involved in a wide variety of activities in the schools. They are dedicated to the appropriate education and development of students at all age and developmental levels. Although special education assessment and decision-making serves as the basis for the functioning of many school psychologists, others seldom work with special education students. Their activities include classroom consultation, curriculum development, inservice training, and program development with children and teachers in regular education programs. Other school psychologists serve in administrative positions, or conduct research in the schools.

As a result of these varied activities, it is not surprising that some school personnel and the general public are confused about what school psychologists do. It is the purpose of this section of the handbook to clarify the general nature and scope of school psychology. Definitions and descriptions of school psychological services can be drawn from various sources.

The National Association of State Consultants for School Psychological Services defines school psychological services through delineation of activities directed toward students, the school, and the community (1983).

"Psychological services" include:

(a) preventing educational and behavioral problems through early identification and consultation,
(b) identifying special needs of children through consultation, observation and other psychological and educational assessments;
(c) analyzing, integrating and reporting psychological and education information about child behavior and conditions related to learning;
(d) consulting with teachers and other staff members in planning, implementing, and evaluating school programs and interventions to meet the identified psychological and educational needs of individuals and groups of children;
(e) planning and managing a program of psychological services including:
    1) pre-referral, referral and assessment services;
    2) early identification services;
    3) intervention and counseling for children;
    4) parent counseling and training; and,
    5) program evaluation and applied educational research; and,
(f) other activities as defined by state and local educational agencies.

Additional information about the field may be obtained through a review of the general core of training as described by the Kentucky Department of Education. Teacher Education Circular 348 notes that the school psychologist's "training is specialized in human development, learning theory, and social processes, but it also includes basic understandings of theoretical and experimental psychology. In order to work effectively in a school situation, (s)he must also understand the philosophy, structure, development, and functions of the American school system and the various forces that are constantly affecting it."

The National Association of School Psychologists (NASP) and the American Psychological Association (APA) have also developed standards regarding the provision of school psychological services. Reference to the requirements contained in these documents is made throughout this handbook.

A. ROLE AND FUNCTIONS OF SCHOOL PSYCHOLOGISTS

A school psychologist is a professional trained in both psychological and educational theories and practices enabling the application of extensive knowledge to the problems of schooling. The specific role of the school psychologist depends upon the individual practitioner's training, experience and professional orientation, the nature of the student population served, and the needs and educational philosophy of the school district. School psychologists are guided in their designated role and functions by established codes of ethical and professional practice, state certification regulations, and legislative guidelines.

School psychologists provide an important service to the students, schools and community when they function in the consultation role. The knowledge base and training that school psychologists have received prepare them to consult with school personnel and families concerning a broad range of problems that interfere with a student's successful functioning in school. School psychologists recognize that prevention of or early intervention in problem situations is likely to produce more desirable outcomes for students. Psychoeducational assessment, the traditional role for school psychologists, provides the schools with comprehensive data for educational planning when student problems have not been resolved through prior consultation and intervention. Additionally, school psychologists conduct individual or group counseling and provide crisis or short-term therapeutic interventions when the nature of the school problems warrants such services. Their training also prepares them to conduct inservice programs and to participate in educational research and evaluation. As might be expected, individual school psychologists vary in the extent to which they function in each of these areas. They need to familiarize other school personnel and parents with the services they can provide. More detailed information on each of these functions is presented in Section II of the handbook.

B. CREDENTIALING

Department of Education

The Kentucky Department of Education (KDE) began certifying school psychologists for practice in the schools in 1979. Those who are employed by a local Board of Education as a school psychologist must meet the minimal curriculum standards prescribed in 704 KAR 15:015 in order to be certified by the KDE (Appendix D).

School psychology standards in the state are similar to those developed by NASP, and are the most rigorous minimal entry requirements of any KDE certificate. The program of preparation consists of a minimum of sixty semester hours of graduate credit including the masters degree.

The curriculum includes the following areas:

(a) Psychological Foundations (9 hrs.)
(b) Educational Foundations (9 hrs.)
(c) Psychoeducational Diagnosis and Intervention (12 hrs.)
(d) Consultation (3 hrs.)
(e) Preventive Mental Health (3 hrs.)
(f) Professional Identity/Ethics/Legal Issues (3 hrs.)
(g) Research/Evaluation/Statistics (9 hrs.)

In addition, an internship which meets the requirements of the KDE and the institution of higher learning must be completed in an educational setting under the professional supervision of a certified school psychologist. A complete description of these standards and the Internship Guidelines are included in the Appendices D and E.

Persons completing an approved university program are eligible to take the written examination in school psychology which is authorized by the Superintendent of Public Instruction. The examination is offered twice yearly and must be passed prior to issuance of the Provisional Certificate for School Psychologist. The Standard Certificate is awarded upon successful completion of the one-year internship. For additional information about the examination, contact the Consultant for School Psychological Services (see Appendix A).

School Psychometry

In the fall of 1983, the State Board of Education adopted regulations which had the effect of discontinuing the issuance of school psychometry certificates, in favor of the more extensive school psychology training program. Psychometry certification preceded school psychology in Kentucky, and many individuals with the certificate also have certification as guidance counselors, to which this endorsement was added. As the name implies, psychometry involves the giving of tests. This function was deemed limited in relation to the complex needs of children, as reflected by the broad and integrated training received by school psychologists. Nothing in the new regulations issued by the State Board of Education (at the recommendation of the Council on Teacher Education and Certification) is meant to prohibit persons already holding this certificate from continuing to practice. However, it is clear that the standard of training for the future will be at the school psychologist level.

There is also a new certification category entitled "Educational Diagnostician." The duties of persons holding this certificate include educational assessment, intervention planning, teacher consultation, and related tasks. The Educational Diagnostician is explicitly prohibited from engaging in individual intellectual/cognitive assessment, a function which is reserved to the school psychologist.

Level of Training

The sixty hour masters (or specialist) degree plus internship is generally recognized as the minimal entry level for practice as a school psychologist. Currently, most practicing school psychologists are trained at this level, but the number of doctoral school psychologists is increasing. Kentucky has a higher percentage of doctoral level school psychologists than the national average.

Accreditation of School Psychology Training Programs

In addition to being accredited by state departments of education and regional agencies, most school psychology training programs are approved by national organizations. The most frequent national accreditation is from the National Council for the Accreditation of Teacher Education (NCATE) which approves programs according to standards developed by NASP. Programs can be approved at the masters, specialist, and/or doctoral levels by NCATE/NASP. NASP has also published specific school psychology standards in addition to the generic standards adopted by NCATE. Increasingly, school psychology programs seek accreditation by the APA, which accredits only doctoral programs. The program accreditation standards published by NCATE, NASP, and APA are available from each organization (Appendix A).

State Board of Psychology

The Kentucky State Board of Psychology governs the general practice of psychology. Persons with a masters degree may qualify for certification with the Board, while doctoral degree holders may qualify for licensure. In both cases, a transcript review and a written examination are required. An oral exam is also administered to candidates for licensure.

While a general license is granted by the Board, psychologists must declare an area(s) of specialization (e.g., school, clinical, counseling, industrial/organization). Persons contemplating the practice of school psychology outside of the schools must receive Board licensure or certification. Contact the Board of Psychology regarding its rules and regulations (Appendix A).

School Psychological Services

In this section, various roles and functions of school psychologists will be more fully described in five areas: psychological consultation, psychoeducational assessment, intervention planning and implementation, research and program evaluation, and supervision. The specific content in each of these areas is derived from a variety of sources, including the Kentucky curriculum standards for training in school psychology (Teacher Education Circular 348), Kentucky Accreditation Standards for Pupil Services (Standard VIII), Specialty Standards in School Psychology (APA) and Standards for the Provision of School Psychological Services (NASP).

A. PSYCHOLOGICAL CONSULTATION

Consultation is an efficient means of providing effective school psychological services. In consultation, the school psychologist participates in a mutual problem-solving activity with parents or school personnel. The school psychologist is a consultant and the other participants are termed consultees. As a collaborative process, consultation attempts to utilize the skills and talents of both the school psychologist and the consultees. Although the actual interactions occur between the school psychologist and other adults, the goal of the effort is to help students become more effective and efficient learners. Solutions developed through consultation are more likely to be implemented successfully. The importance of consultation has been recognized by the Kentucky Department of Education in the school psychology training curriculum standards which require a minimum of three credit hours in consultation and an additional three hours in preventive mental health.

Consultation can assume different forms. It includes one-to-one consultation, group consultation, organizational consultation and inservice. In one-to-one consultation, problem-solving activities develop interventions to meet the needs of an individual child. Examples of problems addressed in one-to-one consultation include the planning of behavioral management strategies or deciding whether a child should be referred for psychoeducational assessment. Groups of students can be targets of the collaborative problem-solving effort. Examples of group problems addressed in one-to-one consultation include developing behavior management strategies for an entire classroom, assisting in the implementation of an affective education curriculum, or planning screening procedures for early identification of students needing study skills training. Group consultation differs from one-to-one consultation in that groups of consultees collaborate with the school psychologist.

Organizational consultation allows the school psychologist to make important contributions to program development. These include facilitating the clarification and articulation of program objectives, encouraging communication and consensus among program developers, and exploring the utilization of readily available resources in implementing programs.

Inservice activities share the professional expertise of the school psychologist with school professionals or members of the community through a planned presentation. Topics on which most school psychologist are qualified to present include child development, tests and measurements, the interpretation of test scores, conferencing skills and behavior management strategies. Additional topics will be specific to the interest and training of the individual school psychologist.

The immediate goal of consultation is to assist the consultee in solving the presenting problem. In addition, consultation improves the consultee's skills in dealing with similar problems in the future. In this sense, consultation is a preventive activity. Through consultation, it is common for children with problems to be identified early before the difficulties becomes serious and warrant referral for special services. Inappropriate referrals for psychoeducational assessment have been shown to decrease with increases in the school psychologist's consultative activities.

Consultation is a skill which supplements rather than supplants other activities of the school psychologist. For example, consultative conferences are always held with school personnel before and after a psychoeducational assessment. When counseling students directly, the school psychologist also consults with parents and teachers. Thus, consultation skills enhance all facets of comprehensive school psychological services.

Due to the individual and collective benefits of school consultation services, these services should be available to all school personnel and parents on a regular basis.

B. PSYCHOEDUCATIONAL ASSESSMENT

Psychoeducational assessment is part of the larger problem clarification effort. It is a means of gathering data when problem(s) cannot be clarifed through consultation alone. Psychoeducational assessment is the process of assembling information about a student, through formal and informal procedures, in order to make educational decisions on the student's behalf. The nature of this assessment will vary depending upon the decisions which need to be made. While it is common for additional questions to be determined and addressed during the assessment process, good practice dictates that those questions which prompted the referral must be explored prior to any test administration and must be addressed in the final report. It should be noted that all evaluative methods provide only a sample of the student's behavior at one point in time and can be affected by motivational, situational, emotional, and developmental factors.

The psychoeducational assessment of a student is conducted as part of a larger evaluation completed by the school's child study team (see additional discussion in Section III, D). Psychoeducational assessment should be a collaborative effort of all members of the multidisciplinary child study team, with specific responsibilities assigned according to the skills and training of team members. It should be understood tnat comprehensive psychoeducational assessment is a time consuming process, incorporating integration and interpretation of data, as well as data collection. It will be important to allow sufficient staff time for useful assessment (Appendix G). In every case, the assessment should include an interview with the student's teacher to specify the classroom concerns, determine classroom demands, and clarify prior interventions; observation(s) of the student in relevant situations; a review of physical and sensory screening reports to ensure adequate hearing and vision; a review of the student's educational, social and developmental history; and a parent interview (or parent-completed questionnaire if an interview is not possible) to ensure that the evaluation addresses parent concerns and incorporates parent information about the student's development, social history, and current adaptive behavior. Other evaluative methods should be included when they are relevant to the referral question.

Methods available to the school psychologist to assess student needs include interviews, questionnaires, personality and behavioral inventories, systematic and descriptive observations, formal test administration, trial interventions, and work samples. Comprehensive assessments also should account for the relationship between student learning problems and salient environmental characteristics, such as instructional strategies, the physical environment of the classroom, teacher expectancy, and social psychological variables. These factors can contribute to learning problems to the same degree as the difficulties which the student brings to the learning situation. Through systematic observation, teacher interviews, reviews of curricular material, and more formal environmental assessment (e.g., classrom climate inventories), the school psychologist can place student learning problems into an appropriate context.

Gathering Information

Standardized tests vary in their reliability (i.e., the degree to which they can be expected to give an equivalent score upon readministration) and validity (i.e., the degree to which they measure what they purport to measure). It is the school psychologist's responsibility to choose the most reliable and valid test available to address the questions being posed.

Interviews may be conducted with a variety of community, school, and home personnel familiar with the student. They serve to clarify the nature of the problem, and to provide information about the context in which it occurs. Interviews also serve to provide important information about significant others who interact with the student. Interviews provide information about beliefs, behavioral expectations, and motives which school personnel may have in reference to the student. Also, interactions with the student which may be creating or maintaining undesirable behaviors should be recorded. Frequently, important treatment changes must be made with significant others and/or the environment, not the student.

Questionnaires serve to supplement the interview and may be viewed as interviews on paper. Questionnaires may also be used as substitutes for an interview when circumstances make direct interviews impractical. A disadvantage of this method is that it allows little opportunity for clarification or elaboration.

Inventories include standardized adaptive behavior and behavior rating scales. These are lists of carefully chosen statements describing the student or the student's behavior. Results may be obtained through interviews or in writing and are compared to responses of students in the instrument's normative group. These comparisons support statements about the nature of the student's behavior or the degree to which it varies from that of other students. Inventories are often used to assess the degree to which students have been able to adapt to their social environment. The administration of an adaptive behavior inventory is also required for some categories of exceptionality.

Observations should be carefully planned to address the referral questions which have been posed. Descriptive observations provide general information about the situation in which the student's problem behavior occurs, and can lead to unexpected insights into why or how the behavior develops. When a systematic

observation is conducted, the exact behavior to be observed is specified in advance as well as the manner in which it will be recorded and counted. Good practice dictates that other students in the room also be observed to determine whether the student's behavior is truly discrepant. Objective, systematic observation can serve to control for observer bias.

Intelligence scales are of particular importance for evaluations of the school-aged student. They are the most frequently administered, are among the most valuable, and can be the most vulnerable to abuse. When misused, intelligence scales can hold serious consequences for children. These tests involve the systematic presentation of a series of cognitive tasks. Scoring is carefully specified according to the quality and sometimes speed of the response given by the student. The resulting IQ score can be expected to vary by a few points in any case, but will typically be accurate within 7 to 10 points for 95% of all children given the test (for the most reliable scale, with a mean of 100 and a standard deviation of 15). Since psychometric theory and research indicate that every test score has a certain amount of measurement error associated with it, IQ test scores should be reported with their measurement errors.

One of the most important roles for the school psychologist administering this form of test is determining when the students falls among the 5% for whom the test has not been accurate. Assessments of the accuracy of an IQ score are made through observation of the student's behavior during the evaluation and through a careful search for inconsistencies in test responses. Examiners should be sensitive to the fact that abilities of students from low income families or those from minority and ethnic groups can be underestimated by intelligence scales. Therefore, IQ test scores should be presented and interpreted in the context of the student's social and cultural background, behavior during testing, scores on other tests, behavioral observations and theory and research in psychometrics.

In addition to the obtained score, more important data about the student's intellectual behavior are gathered. These data may include task orientation, approaches to problem solving, reaction to success or failure, strengths, and needs of the student. This information is often elicited through informal questioning to determine why a student gave a particular answer or what information a student needs to give a correct answer. One approach for this would be through the use of dynamic assessment techniques which help pinpoint the student's learning abilities and problem solving strategies. Without these additional observations, any report of a formal intelligence test is limited.

Academic achievement tests involve the systematic presentation of a series of academic tasks. The resulting scores are subject to the same cautions previously described regarding intelligence tests, including the need to estimate and report score accuracy, to supplement scores with behavioral descriptions, and to be aware of and sensitive to sources of ethnic or cultural bias. Academic tests typically permit results to be reported in a variety of score formats; therefore, it is important that the school psychologist be able to interpret each of these and to choose the format which allows results to be reported with maximum clarity. Since standard scores and percentile ranks provide the most stable and comparable scores over time, their use is recommended instead of age or grade equivalents.

Tests of specific cognitive skills typically supplement the information obtained from administration of an achievement or intelligence scale; these include tests of language, visual or auditory perception, copying or visual-motor skills, memory, neurological functioning, and others. Specific problems in these areas may require referral to another professional who has more expertise in that area (e.g., speech and language). The reliability and validity of these scales can vary considerably, and it is critically important that the members of the child study team evaluate the technical adequacy of these instruments before using their results as a basis for educational recommendations.

Personality evaluations may be based on both objective and projective techniques. Interviews of the student or significant others, behavior rating scales, and behavioral observations provide objective descriptions of the student's social and emotional adjustment. Projective interpretations involve the analyses of student responses for evidence of recurring themes and symbolic expressions. Since controversy in research exists concerning the dependability of projective interpretations, these should never be used as the sole basis for a diagnostic decision or educational recommendation.

Vocational assessment includes techniques specifically adapted to questions of vocational choice, interest, and success. Such assessments include work samples, inventories of vocational preference, measures for assessing work attitudes and career maturity, and measures of career awareness. Work samples attempt to duplicate actual work jobs, and are judged by completion time and product quality. The process of completing work samples gives students an opportunity to experience a variety of vocational roles and develop more realistic vocational preference. Measures of vocational preference are attitude inventories which compare student's preferred activities to those required by different occupations. Work attitudes are also assessed by inventory, as well as behavioral observations during work sample completion and by data describing the quality and consistency of completed work. Career awareness is assessed by informal interview as well as formal measures of acquired knowledge.

Reporting Findings and Recommendations

The written psychoeducational report is an essential component of the assessment process. It typically becomes part of the student's educational record and will be an important document if the student is referred again in the future or upon reevaluation of a student's classification or placement. There will be variation in the organization and style of psychoeducational reports; however, there are certain general areas of content which should be included. These content areas parallel the necessary components of all psychoeducational evaluations.

The referral problem should be stated as clearly as possible in behavioral terms. It is typically the foundation for the rest of the assessment report since it establishes the questions being asked, and should be responded to in the selection of techniques and the recommendations which are made.

The background and description of the problem should be included, with information from the student's parents, teachers, and student records. Early educational and developmental history relevant to the problem should be briefly explained. The nature and level of success in implementing previous interventions should be summarized. The results of prior evaluations should also be noted.

Results of systematic observations should be summarized along with information concerning the nature, frequency, intensity and duration of the problem behavior(s). The student's behavior during interactions with the school psychologist should be described as well.

Results of all assessment procedures should be presented, along with information explaining the reliability of the evaluation data. Wherever numerical scores are reported, statements describing the confidence which can be placed in the scores should be included. The report should respond to any specific referral questions raised during the evaluation process. An explanation of any discrepancies between the formal test results and the student's described behaviors, or between different facets of the evaluation, should be included.

Interventions which will meet the educational needs of the student should be described. Recommendations can take a variety of forms and may include instructional techniques, behavior management strategies, and referral to other community agencies. Projected educational goals should be briefly summarized in written form and developed more fully during consultation.

The written psychoeducational report should be an integrated document which summarizes and interprets the data succinctly and with precision. When a diagnostic decision is being considered, the reasons for considering a diagnosis in one or more areas of handicap should be stated. However, in the case of special education eligibility, placement decisions remain the responsibility of the Admissions and Release Committee (ARC) and should not be drawn reflexively from the psychoeducational report. The summary interpretation should respond to the original referral questions.

When appropriate and technically adequate assessment data have been collected, information from all sources must be analyzed and integrated in order to make decisions about students. This analysis is an integral part of the evaluation process. The child study team utilizes the school psychologist's knowledge of the statistical properties of evaluation techniques, behavioral interpretation and curriculum, and the diagnostic interpretation of historical information. Therefore, it is critically important that the school psychologist be able to incorporate the various criteria for special education placement into explanations of the evaluation results. When special education placement is not under consideration, the school psychologist makes educationally relevant recommendations designed to address the learning and mental health needs of the student.

Recent technological advances with microcomputers have yielded a growing number of software programs for psychological report writing. Some are unsophisticated, "canned" packages in which a limited set of data are translated into a comprehensive report by the computer, leaving little opportunity for the insertion of information idiosyncratic to the student or the flexible modification of text and format. These have considerable potential for misrepresenting the student and limiting the scope of the assessment report. On the other hand, computers can be extremely useful in the efficient generation of psychoeducational reports when sophisticated and flexible word processing and database management programs are utilized. School psychologists assume responsibility for the content and communication value of their reports.

It is understood that the primary audience for the school psychologist's report are parents and teachers or other school personnel. Therefore, the vocabulary and concepts used should be familiar to this audience. Questions raised about the psychoeducational report should be referred to the school psychologist. The responsibility for interpreting the psychoeducational report must rest with the school psychologist; this professional should be present at ARC meetings and other case conferences to interpret assessment results.

C. INTERVENTION PLANNING AND IMPLEMENTATION

School psychologists serve the needs of students by developing interventions to facilitate the functioning of individuals or groups. An intervention can be defined as a data-based plan to facilitate the learning and adjustment of a student. It may involve changes in curriculum or behavioral management strategies, implementation of affective education, cognitive-behavioral strategies, or psychological counseling. When the student's difficulties reflect factors outside the school setting, it may be necessary to intervene by providing parent education or consultation. In some instances, particularly where student problems reflect the district's educational program, a system-wide intervention may be needed (e.g., curriculum development, changes in student assignment).

School psychologists work collaboratively with other school personnel in planning and implementing psychoeducational interventions. Considerable time and effort are devoted to obtaining precise and relevant assessment data, as described in the previous section, and these data are only useful to the degree they are translated into effective strategies for problem resolution. As is true of assessment, intervention planning and implementation is a complex task which requires extensive knowledge of available and relevant literature, a thorough understanding of the problem at hand, and an ability to facilitate change by working productively with teachers, counselors, social workers, parents and administrators. Follow-up evaluation is critical to determine the effectiveness of the intervention in resolving the student's problem or the need for further intervention or referral.

An increasingly popular form of intervention has been termed prevention. Preventive interventions seek to anticipate and minimize school problems. Examples of preventive interventions include the early identification and treatment of children "at-risk" for school problems, programs aimed at helping children acquire effective social problem solving skills, staff development programs to help classroom teachers work with handicapped children, health promotion programs, and the integration of mental health concepts into the curriculum (e.g., high school psychology class). Despite the methodological problems associated with evaluating the effects of such programs, there is an emerging body of literature which shows that preventive approaches can be cost-efficient.

Classroom interventions comprise another form of intervention for school psychologists. The majority of the problems experienced by students with learning and behavior problems occur in structured learning situations. The task for the school psychologist is one of detailing the nature and scope of the student's problems in relation to the learning situation. The school psychologist works with the teacher to develop appropriate modifications to instruction which may facilitate more rapid and durable learning. Such

interventions take a variety of forms, including changes in the physical environment, the instructional approach, specific instructional materials, teacher behavior, expectancy and attention, or the social structure of the classroom.

School psychologists can also facilitate the resolution of group problems which occur in classrooms. Often, students with similar learning and behavioral problems can be identified and treated as a group for the purposes of intervention. It is sometimes possible to isolate specific instructional or curricular problems which may be related to the emergence of student learning problems in a particular classroom. The task for the school psychologist is to assist in the development of interventions which address these group problems.

When a student has been determined eligible for special education and related services, school psychologists should be consulted as the Individual Education Plan is developed. Having conducted a major portion of the assessment, they will be able to help formulate relevant learning goals, objectives, and activities. They can also cooperate in the implementation of specific IEP interventions, such as behavior management, social skill training, parent education and family consultation.

School psychologists can also serve children in a counseling role. Individual counseling, group counseling, crisis intervention, and related short-term therapeutic interventions can be provided by school psychologists. The focus of such services is on the improvement of learning, behavior, and adjustment, with the goal of optimizing each student's educational experience. Such counseling is usually problem-focused and time-limited.

D. RESEARCH AND PROGRAM EVALUATION

A strong emphasis in psychology has traditionally been placed on systematic research and evaluation. School psychologists are proficient in measurement and psychometric principles and procedures. Additionally, they receive training enabling them to evaluate research literature in education and psychology. Familiarity with a range of psychological and educational literature makes the school psychologist a valuable resource to school personnel responsible for the design, implementation, and evaluation of educational programs. Examples include the evaluation of the reading curriculum and instruction, microcomputer projects, and special education service delivery.

Because the development of new knowledge can enhance the utilization of current knowledge in education, school psychologists are trained to conduct research in school settings. Many school psychologists have developed systematic research programs in their school districts to help answer questions of concern to school personnel, such as the relationships between educational programs and pupil achievement. Knowledge generated by such studies has relevance to educators and is disseminated by school psychologists through presentation at professional meetings or publication in scholarly journals. School psychologists are guided in their research by professional guidelines for the conduct of research with human participants.

A rapidly emerging area of school psychology training and practice is program planning and evaluation. For example, in a school district with an apparently high incidence of behavior problem children in elementary classrooms,

the school psychologist might design a study to determine the nature and scope of the problem (needs assessment) in preparation for the development of remedial measures, such as staff training, alternative grouping, or revised procedures for discipline. Another practical evaluation question may focus on the degree to which special education students are attaining individual education programs (IEP) goals. In this instance, school personnel may wish to revise the IEP goals and methods in light of the program evaluation data.

Program planning and evaluation methods are also useful for school psychologists who wish to design, implement, and evaluate school psychological service programs. In this regard, the school psychologist may initially conduct a systematic needs assessment to determine perceived problem areas. This information can contribute to the development of a broad-based school psychological services program which focuses on individual and group assessment needs, and intervention and consultation for individuals, groups, and the organization. Service delivery goals can then be set which capture this broad focus and are measurable. Data about services delivered, consumer satisfaction with services, and the outcomes of services are then related to program goals to assess the effectiveness of school psychological services and to make program improvements (Appendix I).

School psychologists should be encouraged to serve on building and district committees for the development, implementation, and evaluation of educational programs. Their unique knowledge of research and evaluation methods, coupled with a psychoeducational perspective, can provide an important dimension to such projects. Therefore, skills may be used in such activities as grant application writing, the development of the Educational Improvement Plan (EIP), and Master Inservice Education Program (MIEP) planning.

E. SUPERVISION OF SCHOOL PSYCHOLOGICAL SERVICES

As members of a profession which represents a specific body of knowledge and techniques, school psychologists must be recognized by other educators as having some professional needs for suprvision which are beyond the level of administrative supervision provided for all employees by district administrators. This content-specific, clinical supervision is analogous to the supervision teachers receive from instructional supervisors in the area of curriculum and instruction, which complements the type of supervision provided by the principal. It is also similar to the program coordination function provided by grade-level or department heads.

Persons in school psychological services units can expect to receive direction from and be evaluated by educators whose training may not include school psychology (e.g., assistant superintendent, principal, special education coordinator). This supervision properly focuses on the management and coordination of the school psychological services program in relation to the needs of the district as a whole. At the same time, non-psychologist administrators should recognize that school psychologists are professionals who require an appropriate level of autonomy in order to function in a responsive and effective manner. Part of this professional autonomy involves the need to receive supervision and consultation from another professional with appropriate training and experience regarding professional activities and functioning (e.g., a supervising school psychologist).

Guidelines provided by the APA (Standards for Providers of Psychological Services, 1977), the Division of School Psychology of APA (Specialty Guidelines for the Delivery of Services by School Psychologists, 1981), and NASP (Standards for the Provision of School Psychological Services, 1984), all specify the need for supervision, with the quantity and type varying as a function of training level and experience, and the characteristics of the work situation. NASP currently recommends that for the first three years of full-time employment, individual face-to-face supervision should be conducted for a minimum of one hour per week (Standards for the Provision of School Psychological Services, 1984).

All school psychologists are encouraged to continue to engage in clinical supervision on a regular basis. This is especially important given the rapid expansion of new knowledge in the field, requiring school psychologists to acquire and utilize new skills and techniques. Therefore, even after the first three years of practice, it can be expected that school psychologists will require supervision in the form of peer review, additional supervised training in specific areas, and case consultation.

Arrangements for the supervision and coordination of school psychological services programs will vary. In districts where the school psychological services staff is small, it may be useful to designate one of the school psychologists as department head for the purposes of program coordination. Naturally, where there is only one school psychologist, this person will be responsible for the coordination of the program, and report to a designated administrative supervisor (e.g., assistant superintendent, special education coordinator). In these circumstances, the need for case consultation or other forms of clinical supervision can be addressed in a variety of ways, including seeking assistance from a qualified supervising school psychologist external to the district (e.g. on particularly difficult cases).

When the school psychological services unit is comprised of 15 or more service providers, APA recommends that the district employ a supervising school psychologist who assumes responsibility for the direction of the program, to include supervisory functions for the members of the unit. Specific duties of a supervising school psychologist include consulting on intervention strategies, establishing appropriate working conditions for unit members, maintaining a comprehensive view of the school's procedures and special concerns, reviewing test protocols and reports, maintaining a high level of professional practices, recruiting qualified staff, coordinating information about service delivery and staffing patterns to concerned parties, and the evaluation of unit members.

Organization of School Psychological Services

Certification regulations make it clear that the school psychologist is education's link with the behavioral science support system. Therefore, school psychology has the potential to effectively complement and enhance the instructional program of the schools. Programmatic needs for specific kinds of school psychological services will vary considerably across districts. Student problems are determined by a large number of factors such as community size, economic conditions, social expectations, and educational approaches. Moreover, each school district evolves its own philosophy and traditions regarding the use of and priority for support services, such as school psychology. At the present time, two major approaches to the delivery of school psychological services can be seen in Kentucky. These differ with respect to placement on the organizational chart and staffing patterns.

A. SERVICE DELIVERY MODELS

The placement of school psychology services within the organization of the school district will dictate the range of services provided and the populations which will receive the services. This placement will dependent upon the district's perceived need for school psychological services as well as the human and financial resources available to the district to support the services. Two models will be considered here. First, school psychological services can be included as part of special education services. This tends to result in a circumscribed set of role expectations designed to meet regulatory and compliance requirements, particularly those which relate to special education assessment and decision-making. For the remainder of this discussion, this model will be termed the special education model. Second, school psychology can be in a unit for school psychological services or included as part of a larger student services department, similar in placement to guidance and counseling. In this circumstance, school psychological services will be directed toward all children with learning and behavior problems including handicapped youngsters. This model will be termed the student services model for purposes of this discussion.

Special Education Model

School psychological services are central to the identification, evaluation, and placement of students who are in need of special education. Duties within the special education model follow directly from the state and Federal special education regulations as these are interpreted by responsible district officials. The school district must ensure that students are properly evaluated and placed into the appropriate special education units in order to draw the state funds necessary to successfully operate the programs. In this context, the school psychologist is viewed as an assessment expert and is responsible for technically adequate, nonbiased, and educationally relevant assessment of the student's needs. School psychologists are called upon to integrate and interpret test data, as well as to assist in classification and programmatic decisions through participation in admissions and release committees.

The special education model provides for certain mandated services, but has an important disadvantage. The student who does not qualify for special education must do without the services of the school psychologist. With this model, students with reading and attendance problems, the teacher seeking support for a behavioral intervention, the underachieving gifted student, and the student with a home crisis are <u>not</u> viewed as legitimate recipients of the

attention of the school psychologist. Such students may enter the special education referral procedure, but must be cycled out through the complicated and time consuming admissions and release process. In response, many school districts have established elaborate prescreening activities whereby services may be provided to the teacher or student through an alternate service mechanism. In other districts, the referral is simply screened out and declared inappropriate. Many times these students with problems are denied access to school psychological services.

Student Services Model

The student service model allows for a broad range of legitimate recipients of school psychological services. Recipients may include students who are experiencing learning or behavior problems or teachers, administrators, and parents who are responsible for these students. Duties of the school psychologist who implements this this approach include observing, interviewing, testing, delivering inservice education, planning and evaluating instruction, providing parent training, and offering program evaluation services. In short, this model provides for comprehensive school psychological services as discussed in Section II of this handbook. Support for a student services approach is evident in the Kentucky regulations which state:

> The school psychologist works cooperatively with other members of the pupil personnel team, teachers, children, and other school staff. He/she is also capable of utilizing parents and community resources as a means of enhancing the effectiveness of the school program. (704 KAR 3:175, Section 1)

The student services model provides a framework for cooperation with other school personnel and/or parents to resolve school-related concerns. The school psychologist operating within this model functions as part of a multidisciplinary team -- a team whose primary focus includes but extends beyond the individual student to the total system.

Within the student services model, the school psychologist applies the same set of problem solving skills which are central to the special education model. The observation and testing of students continues to be an essential, but less time-consuming part of the school psychologist's everyday activities. When student referrals are made on the basis of a problem which is affecting progress in school rather than for just special education eligibility determinations, a large percentage of the problem situations may be resolved without administering extensive test batteries, writing lengthy reports, and participating in placement meetings. Therefore, school psychological services are supportive of a variety of educational programs and accessible to all of the school system's constituents.

B. STAFFING PATTERNS

Within the state of Kentucky, services of school psychologists are being provided by local disticts through staff positions, itinerant positions for multi-district cooperatives, and through contractual services.

Staff Positions

Increasingly, school psychologists are hired as a regular staff school psychologist by a district. Depending on district priorities, the school psychologist can be assigned to one or more buildings, and provide a broad range of services. The APA recommends a full-time school psychologist to student ratio of 1:2000 as optimal to ensure the efficient and timely delivery of services, while NASP suggests 1:1000 (or equivalent part-time ratios).

The school psychologist in this position is more likely to be perceived as part of the staff, which enhances professional relationships. Also, the staff school psychologist is more accessible to teachers and administrators, which can result in a greater emphasis on interventions and consultation. Another advantage of this approach is that it allows the school psychologist to become thoroughly familiar with the students, staff, and programs in particular buildings. This leads to more realistic recommendations, and places the school psychologist in a position to facilitate program and staff development activities.

Itinerant Postion

The itinerant school psychologist serves more than one school district through arrangements such as an educational cooperatives. Since resources do not exist in many small, rural districts to hire a full-time school psychologist, itinerant positions can provide an effective alternative to provide school psychological services which are targeted toward the areas of greatest need. Due to the nature of the shared position, a large proportion of the itinerant school psychologist's time is occupied by travel among schools and districts; effective service delivery in this position will require a smaller psychologist-to-student ratio than that established for urban districts. The number of buildings served is another relevant consideration; NASP recommends a maximum of four. Moreover, the itinerant psychologist may only arrive in a particular building as needs are recognized, resulting in less accessibility of the school psychologist to parents, teachers and others.

Both travel and the infrequent visits make it difficult for the itinerant school psychologist to achieve an optimal level of services. Often, services are constricted and limited to assessment only, without adequate provision for intervention, planning and follow-up. When this occurs, the subsequent educational program may not reflect needs identified in the assessment.

Contracted Services

School districts can contract with non-school personnel, such as a private practitioner or a community mental health center, to provide school psychological services. Services can be contracted for on an hourly basis, but are more typically contracted for on a case-by-case basis. In this event, the contractual psychologist or agency is paid a standard amount for each evaluation or consultation. Contracted services should meet the same standards for good practice described elsewhere in this manual. In this regard, services should be provided by credentialed psychologists with experience and training in both education and psychology. Contractual psychologists should be allowed full access to all relevant records of the students they serve. They should be expected to protect the due process rights of those students, and their practices should be consistent with the professional standards and ethics described in Section IV. Contractual services are most appropriately used to

supplement services provided by school staff; they should not be used to decrease the amount or quality of school psychological services provided to students, or to avoid payment of legitimate employee benefits.

There are a number of significant disadvantages to contracted school psychological services as currently implemented in Kentucky. Some contractual arrangements specify the administration of specific tests or test batteries for all students. This practice fails to recognize the need for comprehensive, individually-tailored, integrated evaluations. A better practice is to contract for the complete evaluation, with the understanding that the contractual psychologist and the district will agree in advance upon appropriate instruments and techniques to be used in the evaluation. Furthermore, consultation with parents, teachers, and administrators before, during, and after the evaluation should be included. The provision of follow-up services should also be specified. The major consideration is that school psychological services must always be comprehensive in nature and related to the specific referral problem of the student.

Some psychologists contracting for services to local districts have specialized in work with adults, or children in non-educational settings. In this case, the services may not reflect best educational practice and may not comply with Kentucky Administrative Regulations. Any local school district preparing to contract with a psychologist for services should review professional resumes, university transcripts, and certificates of licensure and certification to ensure that the psychologist has expertise in student evaluation and education. Contracting psychologists may be less familiar with the school and its programs; this leads to inappropriate recommendations. When contracting will be a regular practice in a school district, there are important advantages to establishing an ongoing contractual arrangement with the same psychologist.

C. COLLABORATION WITH AGENCIES AND OTHER PROFESSIONALS

An extremely important function for school psychologists is that of liaison with home, school, and community personnel. The school psychologist must be knowledgeable about the nature and quality of services provided by public and private agencies that address the learning and mental health needs of students.

The school psychologist is in an ideal position to supply information about agencies and personnel that provide services which fall outside the resources and responsibilities of the school. The school psychologist must be familiar with community and regional programs, such as preschools, vocational schools, and post-secondary programs. They should also be knowledgeable about a variety of service providers, including medical personnel, mental health agencies, private psychologists and psychiatrists, residential institutions, intermediate treatment facilities, departments of social services, and advocacy and local support groups. Whenever a referral to private practitioners is made by a school psychologist, the names of several practitioners should be presented (if possible) to allow the parents a choice and avoid bias.

It is important that the school psychologist who serves as liaison be familiar with the intake procedures required to obtain services from agencies. Such information as age limits for programs, fees, and acceptable referral sources should be readily available to parents and school personnel in order to

provide efficient entry into programs and services. The school psychologist can serve an additional function by carefully coordinating services obtained from outside agencies with school programs to ensure consistency of treatment.

The school psychologist may meet with resistance from parents or school personnel when recommending services from outside agencies. For example, the parents of a child who exhibits significant emotional problems may refuse to seek counseling for themselves and/or their child. The school psychologist uses effective communication skills to obtain parental cooperation; this may involve ensuring that appointments are made for the family or that transportation to and from service facilities is provided. School psychologists seek to develop a professional relationship with agency service providers. Such contacts can provide feedback and assure parents that school and outside agency personnel are working cooperatively to meet the student's needs.

When recommending services from outside agencies, the school psychologist should attempt to make recommendations that are sensitive to time constraints and within the financial means of the family. Meeting the needs of the student to the maximum extent possible is the common goal and all parties should be aware of their rights, responsibilities, and limitations.

D. THE CHILD STUDY TEAM

Sound professional practice dictates that evaluation, placement, and porgramming decisions concerning students with learning and behavior problems should be made within a multidisciplinary approach such as a child study team. In Kentucky, an example of the child study team is an Admissions and Release Commitee which coordinates decisions about educationally handicapped students. In some districts, child study teams are also used to make decisions about students who are not in special education programs. Child study teams should include the student's parents and the particular school personnel needed to develop and implement the student's educational program. As a member of this team, school psychologists have important contributions to make because of their wide-range expertise.

Child study teams serve the needs of schools and students beyond the mandated functions of the evaluation and placement of children. The professional expertise represented on the child study team can be effectively utilized to address child or classroom problems, and provides teachers with additional instructional strategies and technical assistance in implementing and monitoring outcomes.

Child study teams increase the effectiveness of educational programs by utilizing the knowledge and expertise of all group members, facilitating the generation of problem solving strategies, and enhancing the acceptance and communication of decisions by the group. The goals and role responsibilities of each member should be clearly defined. Contribution of all members of the child study team should be valued equally, regardless of position or authority. Leadership should be shared by those who have the ability and information, not delegated on the basis of authority. Child study team members should also develop procedures to deal with the conflicts that arise. Effective child study teams maintain written records which document the goals and anticipated outcomes, role responsibilities and participatory activities and rules for conduct in the team meetings.

E. ACCOUNTABILITY IN THE PROVISION OF SCHOOL PSYCHOLOGICAL SERVICES

All educational personnel, including school psychologists, are accountable for the services they provide. Many school psychologists have incorporated accountability procedures into their practice to document the effectiveness of their services. They frequently invite administrators, teachers, parents, students, members of the community, or school psychology colleagues to participate in the performance evaluation of their services.

School psychological services can be evaluated by both quantitative and qualitative procedures. For example, school psychologists can enumerate the number of counseling and consultation sessions held or the amount of time spent in specific activities. Additional data is gathered through a process evaluation whereby the various consumers of school psychological services are surveyed regarding their perception of these services. It is also possible to evaluate the effectiveness of services in terms of behavioral changes as a result of interventions.

Some of the evaluative methods that might be used include a daily log, rating scales, questionnaires and case studies. The daily log provides information about the amount of time spent in various activities, such as the processing of a referral and follow-up efforts. Questionnaires and rating scales yield information about the school psychologist's interpersonal skills, ability to communicate information effectively, and understanding of students and the educational system. Case studies, which consist of the collection of baseline data, implementation of specific interventions(s), and collection of post-treatment data, can provide information about actual behavioral changes. Case studies take considerable time, but provide information unavailable from other methods (Appendix I).

F. DISTRICT POLICIES AND PROCEDURES

School districts are required to develop policies and procedures for the school psychological services program (Kentucky Accreditation Standards, 1983). Specifically, decisions need to be made about the school psychologist's role(s) and responsibilities, placement on the organizational chart, working relationship with other school professionals, and methods of operation. Formalizing these standards and expectations in writing can contribute to increased role clarity, diminished conflict, and the effective and efficient delivery of services.

The following activities can serve this purpose:

(a) Establish a Board policy which delineates the contents and organization of a broad-based school psychological services program in line with professional standards and with input from school psychologists.

(b) Develop a program description for teachers, parents, and administrators with accompanying guidelines for the implementation of school psychological services.

(c) Develop a job description for the school psychologist which clearly sets out expectations and responsibilities.

(d) Establish policies with regard to issues such as office space, secretarial services, record-keeping, release time for staff development and other professional activities, and related aspects of working conditions.

G. WORKING CONDITIONS

Employers of school psychologists are responsible for creating a climate conducive to the delivery of quality services. Of primary significance is the attitude conveyed by other administrators and school staff regarding the importance of school psychological services. School psychologists are professionals with valuable skills and information. School psychologists should be be given access to student files, classrooms, teachers, and parents, and have "appropriate professional autonomy in determining the nature, extent, and duration of services they provide" (NASP Standards for the Provision of School Psychological Services, 1984).

School psychologists require a permanent, centralized work space or office for effective service delivery. The area should be arranged to assure privacy when needed, but must be readily accessible to those who seek out the school psychologist. To protect the privacy of the students and parents served, it is imperative that a telephone be provided with the capacity to prevent interruptions or intrusions. Reliable message-collecting services must be established for school psychologists who, as a function of their duties, spend little extended time in any one place. Additionally, prompt, precise records of incoming calls must be maintained if the school psychologist is to effectively coordinate services across multiple sites.

Since many school psychologists serve several schools (with some serving several districts) additional work space must be provided at each school for the purpose of conducting student evaluations, holding counseling sessions with individuals or small groups, and consulting or meeting with parents and teachers. While private space is often at a premium in schools, the school psychologist requires an area conducive to eliciting maximum student performance. This necessitates a quiet environment that is free from distractions and has proper lighting, temperature, furniture, and space.

Efficient clerical support, including typing, filing, and duplicating must be provided to school psychologists. It is important to remember that much of the information generated by school psychologists is highly confidential; clerical employees must be sensitive to the privacy of such records. Locking file cabinets for the secure storage of confidential records are needed.

Sufficient funds for maintaining an ample supply of test equipment, protocols, and other materials necessary for the delivery of school psychological services must be available. Funds for ordering texts and journals are needed to allow the school psychologist adequate technical resources to remain current with new professional developments. An adequate travel allowance is required and the school psychologist should be reimbursed for any professional expenses, such as mailing and long-distance telephone calls.

Professional Standards

A. CONTINUING PROFESSIONAL DEVELOPMENT

All school psychologists should actively participate in activities designed to continue, enhance, and upgrade their professional training and skills in order to develop the competencies necessary to ensure quality service provision. School psychologists who are completing the internship phase of their training must document involvement in continuing professional development activities. Although there are no legal requirements for supervision once the standard certificate has been issued, the maintenance of high professional standards and practice is the continuing obligation of all school psychologists. Professional leave for participation in such activities should be granted to the school psychologist in accordance with local district policies in regard to other administrators. To support this, the Guidelines for School Psychology Internship (Appendix E) state:

> Activities considered necessary and appropriate in this continued training component include, but not limited to these areas: ... visitation of model programs; attending or presenting inservice or parent education programs, etc.: attendance and participation in professional meetings such as those sponsored by the Kentucky Association for Psychology in the Schools, Office of Education for Exceptional Children, the Kentucky Association for Counseling and Development (formerly the Kentucky Personnel and Guidance Association) or others as designated by the State Department of Education; and attendance at similar professional meetings on a national level when possible.

In order to formally document and receive recognition for engaging in continuing professional development activities, KAPS sponsors a Continuing Professional Development (CPD) program which also carries the approval of the NASP. The CPD program is a peer review system operated by members of the KAPS CPD committee. Participants receive CPD credits for participating in activities at the local, state, and national levels. Three certificates are awarded based on the number of credits earned within specified timelines (Appendix H).

B. LEGAL ISSUES

The school psychologist must be knowledgeable about relevant legal standards, regulations, and case law in order to properly advocate for both the student and the school district. The body of legal knowledge with which professional educators must be conversant is diverse and rapidly expanding. For example, the school psychologist must be thoroughly familiar with state and Federal requirements pertaining to due process, non-discriminatory assessment, least restrictive environment, related services provisions, and a host of similar variables. Or, when a student is referred to the courts for action due to problems in the community, the school psychologist may be required to give testimony. Similarly, the school psychologist may be utilized by the school district in carrying out the provisions for exemption from compulsory school attendance (KRS 159.030). The school psychologist shares a critical responsibility to ensure adherence to laws and regulations in these cases, but should also be concerned with promotiong cooperative relacionships between and among related agencies, parents, advocacy groups, and the schools on behalf of the students.

In the remainder of this section, some legal issues which frequently confront the school psychologist will be briefly discussed.

Child Abuse and Neglect

A sensitive area of involvement for the school psychologist is that of providing assistance to teachers and administrators when child abuse or neglect is suspected. Kentucky law is quite clear regarding the responsibility of school personnel for reporting child abuse and neglect (KRS 199.355). "It is always good policy to consult supervisors or principals, but only advising them of the situation does not fulfill the educator's obligation under law. It is the educator or other school personnel who knows or supspects child abuse or neglect who has the responsibility to make a report" (Kentucky Educator's Manual on Child Abuse/Neglect Report, Attorney General, 1981).

However, such reports can lead to friction among staff members and between the school system and the community. More importantly, when these situations are not properly handled, the problems of children with already substantial educational and mental health needs can be exascerbated. The school psychologist can assist teachers and administrators by sharing information on indicators and incidence of child abuse and neglect, and by offering suggestions concerning the proper and effective reporting of these situations. The school psychologist should also seek to establish working relations with social services personnel so that the needs of the children will be addressed in the process.

Disciplinary Procedures

The school psychologist should be able to advise administrators concerning disciplinary policies and procedures in relation to the management of student behavior. For example, case law relative to P.L. 94-142 has placed requirement on school districts to determine the relationship between the behavior of the student's handicap, and reaffirm or adjust the intensity of the student's program. In any event, a handicapped student cannot be denied access to some type of educational program for more than a short (suspension) period of time (Kaelin V. Crubbs, 62 F.2d 595, CA-6 1982). In addition, local districts are required to develop a written discipline code governing the conduct of all students (SB26, Section 3, 1984).

Assessment

It is required by KRS 158.660 (Educational Improvement Act of 1978) that all children be given educational opportunities to achieve and progress through their program of studies. A testing procedure is mandated for the purpose of gathering evidence regarding the student's progress. In addition, both state and Federal regulations mandate appropriate educational programs for students with handicapping conditions. An individualized educational program (IEP) is required for each handicapped student and must be based upon an individual evaluation with assessment procedures deemed valid for the determination of the student's educational performance levels. The school psychologist can play a key role in ensuring that protection in evaluation, due process, and least restrictive requirements are addressed.

Student Records

The Family Educational Rights and Privacy Act (FERPA) requires that schools maintain educational records. The school psychologist should assist administrators in the development of policies which instruct school personnel regarding the forwarding of educational records to a receiving school as soon as the student enrolls or parents inform the receiving school of their intent to enroll their child (opinion #80-33, Office of the Attorney General). School psychologists should also be knowledgeable regarding provisions for the release of directory information, the required content of release forms, procedures for parental challenge of record contents, purging of records, circumstances under which records may be reviewed or released without permission, and the retention of information which may be needed in the years after the students leaves the public school. The school psychologist should be included in the school district's policy definition of "school officials" and the local policy requirements for "legitimate educational interest" must recognize the school psychologist's need for access to personally identifiable information.

Current laws and regulations do not provide clear cut solutions to problems faced by educators in the area of pupil records. For example, in FERPA there are no restrictions regarding oral communication of information not from school records on release of data not personally identifiable. Some of the requirements for the destruction of data in FERPA conflict with similar provisions in P.L. 94-142. Access rights to a professional's personal notes in separate and non-accessible psychological files and to test record forms with the child's responses to test questions are not legally defined.

The school psychologist should collaborate with administrators, guidance counselors, social workers, directors of pupil personnel and special educators to develop policies and procedures to resolve these issues. The conflicting requirments of FERPA and P.L. 94-142 need to be addressed by the district. It seems prudent for the professional in the school setting to avoid creating written records of information which is not relevant to educational decision-making or cannot be shared. According to the Office of Education policy letter (January 9, 1979) and the Office of Fair Information Practice (1979), parents should be allowed to inspect and review any educational records, including test protocols. This means that the school district must be concerned about test security and violation of copyright, particularly if copies of test protocols are provided to the parents. In these instances, procedures required by law should be blended with a careful consideration of professional ethics and the best interest of the child.

C. ETHICAL ISSUES

Standards for professional conduct, or ethics, recognize the obligation of professional persons to provide services and to conduct themselves so as to place the highest esteem on human rights and individual dignity. A code of ethics is an additional professional mechanism which seeks to ensure that each person served will receive the highest quality of service. However, responsibility for ethical conduct ultimately rests with the individual professional.

Since ethical principles cannot address every aspect of the school psychologist's position, each professional is also responsible for being familiar with relevant codes of ethics, operating procedures, and guidelines

that may affect specific roles. A good working knowledge of the following documents is advised: NASP Principles for Professional Ethics (1984), APA Ethical Principles of Psychologists (1981), APA Principles for Conduct of Research with Human Participants (1982), Kentucky Administrative Regulations Related to Exceptional Children, and Public Law 94-142. Because it is essential to differentiate between legal mandate and ethical responsbility, the school psychologist is urged to become acquainted with other applicable legal requirements as well.

Summary statements from the Ethics Code of the Kentucky Association for Psychology in the Schools are provided in this section. For a complete copy of this code, contact KAPS (Appendix A).

Professional Competency

The school psychologist's role requires a mastery of skills in both psychology and education. In order to serve children and adults in both the public and private sector, school psychologists strive to develop and maintain high standards of competence. School psychologists recognize the boundaries of their professional expertise, the limitations of their training and experience, and provide services only in areas of competence. They must be professional in the continuing pursuit of knowledge, training, and research with the welfare of children and family in mind.

Professional Responsibility

School psychologists take responsibility for their actions in a multitude of areas of service, and in so doing, maintain the highest standards of their profession. School psychologists apply influence, position, and professional skills in ways that protect the dignity and rights of those served. They promote the improvement of the quality of education and of life in general when determining assessment, counseling, and intervention goals. School psychologists accept responsibility for the consequences of their acts and ensure that professional skills, position, and influence are applied only for purposes which are consistent with these values.

Professional Relationships

School psychologists maintain professional relationships with students, school personnel, and parents. They understand the importance of informing students/clients and other professionals of the salient characteristics of the professional relationship prior to beginning school psychological services. School psychologists, cognizant of the need for parental involvement and the significant influence the parent has on the student/client's growth, are aware that failure to obtain parental support may compound difficulties and diminish the effectiveness of services provided. They also recognize that smoothly coordinated and appropriate relationships among professionals contribute to effective problem resolution. School psychologists understand that a working understanding of the goals, processes, and legal requirements of the system is essential for an effective relationship with the school/organization.

Interprofessional Relationships

School psychologists are respectful and cognizant of the areas of competence of other professionals. They work in full cooperation with other professional disciplines in a relationship based on mutual respect and

recognition of joint proficiency and service needed to meet the needs of students and clients. They recognize the role and obligation of the institution or agency with which other professionals are associated.

Responsibility Regarding Technical Data and Research

School psychologists study the technical manuals of all instruments and procedures prior to selection; use is based upon appropriateness for the particular student and the nature of the referral. All research is conducted in a manner which will maintain confidentiality and individual rights. School psychologists insist on professional interpretation of computerized data, and guard against the generation of computerized reports which do not allow for the incorporation of personalized hypotheses and data.

Moral and Legal Responsibility

Although practitioners enjoy a professional identity as school psychologists, they are also citizens, and thereby accept the same responsibilities and duties expected of all members of society. School psychologists are free to pursue individual interests except to the degree that these may compromise fulfillment of their professional responsibilities and have negative impact on the profession. Awareness of such impact guides public behavior.

Private Practice Responsibility

Many school psychologists are employed in both the public and private sector, and thereby create a possible conflict of services if professional ethics are not strictly followed. School psychologists operating in both sectors recognize the importance of separation of roles and the necessity of adherence to all ethical standards.

Considerations of appropriate announcement of services, advertising and public media statements are necessary in the role of the school psychologist in private practice. Such activities are necessary in assisting the public to make appropriate and knowledgeable decisions and choices regarding services. Accurate representation of training, experience, services provided and affiliation are made by school psychologists. Public statements made by them are based on sound and accepted theory, research, and practice.

Appendices

Appendix A

Professional Organizations and Other Resources in School Psychology

Appendix A

PROFESSIONAL ORGANIZATIONS AND OTHER RESOURCES IN SCHOOL PSYCHOLOGY

ORGANIZATIONS

Kentucky Association for Psychology in the Schools
% Kentucky Department of Education
School Psychological Services
Capital Plaza Tower
Frankfort, Kentucky 40601
502/564-3678

National Association of School Psychologists
P.O. Box 184
Kent, OH 44240
216/928-8211

American Psychological Association
Division of School Psychology
1200 17th St., N.W.
Washington, D.C. 20036
202/955-7600

Kentucky Association of School Administrators
66 Fountain Place
Frankfort, KY 40601
502/875-3411

CREDENTIALING/LICENSURE/ACCREDITATION GROUPS

Kentucky Department of Education
Division of Teacher Certification and Education
Capital Plaza Tower
Frankfort, Kentucky 40601
502/564-4606

Kentucky State Board of Psychology
P.O. Box 456
Frankfort, Kentucky 40602
502/564-3296

National Council for Accreditation of Teacher Education
1919 Pennsylvania Avenue, N.W.
Suite 202
Washington, D.C. 20006
202/466-7496

American Psychological Association
1200 17th St., N.W.
Washington, D. C. 20036
202/955-7600

National Register of Health Service
Providers in Psychology
1200 17th St. N.W., Suite 106
Washington, D. C. 20036
202/833-2377

American Board of Professional Psychology
202/833-2730

Appendix B

Kentucky School Psychology Training Programs

Appendix B

STATE-APPROVED SCHOOL PSYCHOLOGY TRAINING PROGRAMS (1984)

Eastern Kentucky University
Psychology Department
Cammack 145
Richmond, Kentucky 40475
(606) 622-1109

Spalding University
Department of Psychology
851 South 4th Street
Louisville, Kentucky 40203
(502) 585-9911, ext. 265

University of Kentucky*
Department of Educational and
Counseling Psychology
116 Taylor Education Building
Lexington, Kentucky 40506
(606) 257-5662

Western Kentucky University
Psychology Department
College of Education Building
Bowling Green, Kentucky 42101
(502) 745-4953

*Also NCATE approved

Appendix C

Journals and Newsletters

Appendix C
RELATED JOURNALS AND NEWSLETTERS

JOURNALS

Journal of School Psychology
Pergamon Press
Maxwell House, Fairview Park
New York, N.Y. 10523

Psychology in the Schools
Clinical Psychology Publishing Company
4 Conant Square
Brandon, VT 05733

School Psychology Review
National Association of School Psychologists
P.O. Box 184
Kent, OH 44240

Journal of Psychoeducational Assessment
Grune & Stratton
111 Fifth Avenue
New York, NY 10003

Special Services in the Schools
Haworth Press
28 East 22nd Street
New York, NY 10010

Professional School Psychology
(Scheduled for publication
beginning in Fall, 1985)
Division of School Psychology
American Psychological Association
1200 17th St., N.W.
Washington, D.C. 20036

SCHOOL PSYCHOLOGY NEWSLETTERS

"Communique"
National Association of School Psychologists
(see previous listing-professional organizations)

"The School Psychologist"
Division of School Psychology
(see previous listing-professional organizations)

"KAPS Review"
KY Association for Psychology in the Schools
(see previous listing-professional organizations)

Appendix D

Kentucky Certification Guidelines (Teacher Education Circular 348)

DEPARTMENT OF EDUCATION
Bureau of Instruction
Division of Teacher Education and Certification
Frankfort, Kentucky 40601

Teacher Education Circular #348
December 14, 1981

SCHOOL PSYCHOLOGIST

PREPARATION-CERTIFICATION

This circular is a reprint of the regulations of the Kentucky State Board of Education which establish the certification structure and curriculum standards for school psychologists. The curriculum standards provide the guidelines by which teacher education institutions develop programs for preparing school psychologists. These guidelines are not to be used as a check list by which individuals complete specific courses with the anticipation that certification will be issued upon their completion; instead, an individual should follow the approved program in effect at the college/university with the guidance of his adviser.

When it is determined that the curriculum standards have been satisfied the applicant is permitted to take the state examination authorized by the Superintendent of Public Instruction. Dates and locations for the state examination will be given directly to the applicants who are declared eligible to take the examination. It is anticipated that the examination will be conducted each year in April and again in August.

Preparation as a classroom teacher is not a prerequisite for this position; however, a one-year supervised internship in a school situation is required. The internship may be satisfied by a one semester internship supervised by the teacher education institution or during the first year of work experience as a school psychologist for persons holding the Provisional Certificate for School Psychologist. In the latter case, the one-year internship shall be supervised jointly by the preparing institution and/or the State Department of Education in cooperation with the local school district.

printed by the Kentucky State Department of Education

SCHOOL PSYCHOLOGIST Preparation-Certification
704 KAR 15:015

Section 1.

(1) The Standard Certificate for School Psychologist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel and who in addition thereto has completed the required examinations authorized by the Superintendent of Public Instruction.

(2) The Standard Certificate for School Psychologist shall be issued initially for a duration period of three (3) years and may be renewed for subsequent three (3) year periods upon completion within each period of at least one (1) year of full-time experience as a school psychologist to include attendance and participation in staff development activities sponsored by the Department of Education. If any portion of the renewal experience is not completed, the Standard Certificate for School Psychologist may be renewed upon completion of six (6) semester hours of additional graduate credit appropriate for the position of school psychologist.

(3) The Standard Certificate for School Psychologist shall be extended for continuous service as a school psychologist upon completion of three (3) years of satisfactory service as a school psychologist.

(4) The Standard Certificate for School Psychologist shall be valid for serving in the position of school psychologist in the common schools and in other elementary, secondary, and vocational schools approved under the jurisdiction of the State Board of Education, but not for any private practice outside these school situations.

Section 2.

(1) The Provisional Cerificate for School Psychologist shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed, except for the one (1) year internship, the approved program of preparation for the Standard Certificate for School Psychologist at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel and who in addition thereto has completed the required examinations authorized by the Superintendent of Public Instruction.

(2) The Provisional Certificate for School Psychologist shall be issued initially for a duration period of one (1) year.

(3) The Provisional Certificate for School Psychologist shall be valid for serving in a school situation in the position of school

psychologist under the supervision of the Department of Education. During this first year of service the employer of the individual holding the Provisional Certificate for School Psychologist shall permit the individual to engage in the internship component of preparation as described in the Kentucky Standards for the Preparation-Certification of Professional School Personnel for the Standard Certificate for School Psychologist.

CURRICULUM STANDARDS, TEC 79.0

Section 1.

The program of preparation for the Standard Certificate for School Psychologist shall consist of a minimum of sixty (60) semester hours graduate credit including the master's degree plus an internship completed either as the first year of work experience as a school psychologist in a closely supervised internship or a one (1) semester internship supervised by the teacher education institution and shall include the following preparation.

(1) Psychological Foundations--9 semester hours credit, to include:

(a) The major theoretical and practical issues in the area of human development, learning and cognition;

(b) Issues and theories of personality and abnormal psychology; and

(c) Social psychology and social processes.

(2) Educational Foundations--9 semester hours credit, to include:

(a) The organization, administration, and funding resources of school systems;

(b) The organization and administration of school psychological services, including record keeping;

(c) The social, philosophical, historical, and cultural issues in education;

(d) Processes in learning reading;

(e) The development and evaluation of the school curriculum including special intervention programs; and

(f) The current identification, evaluation, and placement procedures issued from the Bureau of Education for Exceptional Children, Department of Education, Commonwealth of Kentucky.

(3) Psychoeducational Diagnosis and Intervention--12 semester hours credit, to include:

(a) Preparation for providing leadership in individual assessment and child study activities for students who experience problems of learning and adjustment including:

1. Procedures for referral and review of student referrals by means of staffing review and/or consultation;

2. Assessment of children's social, emotional, and intellectual status using appropriate group and individual psychometric devices;

3. Accumulation of information pertinent to his work with individual children by interviewing parents, teachers, and school staff, by reviewing records, and by contacting outside agencies and professional practitioners as appropriate;

4. Application and interpretation of educational skills tests which assess aptitude, performance, mastery, achievement, and which diagnose specific educational deficiencies; and

5. Skills in classroom observation of behavior.

(b) Preparation for working with other members of the pupil personnel team (social worker, director of pupil personnel, medical services worker, educational specialist, etc.) to plan, recommend, and assist in implementing intervention strategies, to include the following:

1. Integrating information from a variety of sources including his own observations, psychological, and educational test data, interviews, review of records, etc., and developing specific recommendations and intervention plans based on these data;

2. Participating in decisions regarding identification of exceptional students for whom special intervention and/or placement may be necessary;

3. Participating in decisions and plans relative to special needs of students in such areas as early or delayed entrance, changes in placement and/or programming remedial assistance, and legal dismissal;

4. Providing short-term counseling to students, parents, and teachers regarding specific school related problems;

5. Making appropriate referrals to other resources, e.g., guidance counselors and outside agencies, when longer term intervention is required or the problem is not school related.

(4) Consultation--3 semester hours credit, to include:

(a) Presenting findings to teachers and school staff in language that is familiar to them;

(b) Assisting parents and school staff in applying recommendations and treatment plans that are developed for individual children

by using the accepted principles and standards of professional consultation:

(c) Offering services to agencies and professional workers from outside the educational system to foster harmony between interventions occuring outside of and within the schools; and

(d) Acting as a psychological consultant in a variety of situations within the school system and bringing a knowledge of the principles and techniques of psychology to bear upon educational problems.

(5) Preventive Mental Health--3 semester hours credit, to include:

(a) Contribution to the total school program through a variety of services to the segments of the school population which can be identified as gifted and normal. Such activities include, but are not limited to:

1. Advising the school staff about facets of the educational program which might cause undue pressure in some students;

2. Using group test results and cumulative records to identify students who show sudden changes in performance; and

3. Advising school staff on selection of curriculum materials.

(b) Offering consultation and resource support to the school guidance program;

(c) Providing short-term consultation to teachers for emerging or short-term problems before these problems become serious;

(d) Utilizing community resources which can be helpful in reducing students' problems before they become full-blown.

(6) Professional Identity and a Sense of Ethical and Legal Responsibility--3 semester hours credit, to include:

(a) The ethical and legal standards of the profession of school psychology;

(b) The profession of psychology as it relates to educational processes; and

(c) Cooperative functioning with other members of the school staff in support of the educational program.

(7) Research, Evaluation, and Statistics--9 semester hours credit, to include:

(a) Interpretation of basic descriptive and inferential statistics;

(b) Understanding of the basic principles of research design and evaluation of programs and products;

(c) Design of needs assessment in the schools and assisting in the development of plans for new or expanded programs; and

(d) Consultation in designing and interpreting research for educational decision making.

Section 2.

The internship shall be a one (1) semester full-time experience in a school setting under the supervision of the teacher education institution or the internship may be satisfied during the first year of employment as a school psychologist which shall be a full-time experience for a full academic year in a school setting under the supervision of the Superintendent of Public Instruction. The internship shall include experiences in the following broad areas:

(1) Developing and analyzing data relevant to an individual pupil's problems. Skills required might apply to school records, teacher reports, classroom observation, pupil interview, parent interview, pupil history, family history, and psychoeducational assessment through group and individual tests.

(2) Developing appropriate intervention strategies. Such strategies might include classroom consultation, behavior modification, individual and group approaches, work with parents, and referral to community resources.

(3) Developing and analyzing data relevant to group-based problems. Such problems might include those of a given classroom, grade level, school or school system. The relevant skills might include those of (1) above, plus large-scale data gathering techniques and their analysis.

(4) Identifying problems which arise in the context of the educational process, whether these problems arise in an individual pupil or in a group.

(5) Applying the knowledge and skills of psychology to the resolution of such problems and the willingness to accept responsibility in an ethical manner.

Appendix E

Guidelines for School Psychology Intership

Appendix E

GUIDELINES FOR SCHOOL PSYCHOLOGY INTERNSHIP

November 1983

I. Definition and Purpose of Internship

The internship shall be a one (1) semester full-time experience in a school setting under the supervision of the teacher education institution or the internship may be satisfied during the first year of employment as a school psychologist which shall be a full-time experience for a full academic year in a school setting under the supervision of the Superintendent of Public Instruction.

The internship is primarily an extension of the training of a prospective school psychologist into the real world of practice. Though the providing of direct or indirect services is an obvious characteristic of the internship, these services are provided in order to "promote further learning, allow for relating of previous learning to current practices, and encourage the providing of competent services after entering the profession" (NASP Standards, 1977). Consequently, while the intern should be exposed to the real world of school psychology, the focus of the internship is on continued training and not the provision of services to meet the school district's immediate needs for psychological services.

II. Establishment of the Internship

The one semester internship is conducted and supervised by the teacher education institution, and may be completed prior to the application for certification. In this case, the internship experience is verified on the applicant's transcript record. Credit hours for the internship may not be counted toward the completion of the required sixty graduate semester hours, including a master's degree. If the intern has already attained provisional certification, the teacher education institution should notify the consultant for school psychological services of internship arrangements and finally, of completion of the internship. The consultant for school psychological services must document internship completion, and recommend the intern for certification renewal.

The internship requirement may also be completed during the first year of employment as a school psychologist. In this situation, the prerequisite for employment and the internship is the Provisional Certificate for School Psychologist which is issued on the basis of a sixty graduate semester hour curriculum, including a Master's Degree, and successful performance on a state examination. Following receipt of the Provisional Certificate and prior to beginning the internship, a request for approval of the internship shall be directed to the state consultant for school psychological services. A suggested outline for this request is provided on page 19. A written response granting approval or seeking additional information will be sent within two weeks of receipt of request.

I. Levels of Supervision

The one semester internship completed as a part of the university training program is conducted and supervised by the teacher education institution.

The internship completed during the first year of employment is supervised by the Department of Education, Consultant for School Psychological Services, in cooperation with the local school district.

1. Field Supervision must be provided to the intern on a regular basis by a school psychologist holding either the standard certification from the Department of Education or licensure in school psychology from the Board of Psychology. The field supervisor should have a minimum of three years' experience as a school psychologist in an educational setting, and should be employed by or under contract with the local school system where the intern is employed. Supervision should be carried out on an individual face-to-face basis, for a time approximating one ½ day per week. Arrangements for phone consultation as needed should be included in the field supervision plan.

Field supervisor responsibilities include the following:

(a) provision of regular supervision

(b) review and discussion with intern of psychoeducational reports

(c) preparation and submission to the state consultant for school psychological services (and university training program when appropriate) a minimum of two written evaluation reports describing the intern's strengths and weaknesses and progress in developing specific competencies related to the effective practice of school psychology. The first report is to be submitted in January with the second report due June 1st. The supervisor's report (and consequently the supervisory efforts) should relate to and include activities as stated in Sections IV and V. A suggested outline for this Progress Report is provided in Appendix B.

2. Non-field supervision will be provided by an approved university training program (when appropriate) and/or the state consultant for school psychological services in the Department of Education. Non-field supervisors are to be responsible for providing liaison relationships between the intern and the placement site in terms of goals and objectives of the internship, protection of the intern from inappropriate assignments, arbitration of any difficulties between field supervisor and intern, etc.

IV. Areas of Experience to be included in Internship

General activities shall include experience in the following broad areas:

(1) Developing and analyzing data relevant to an individual pupil's problems. Skills required might apply to school records, teacher reports, classroom observation, pupil interview, parent interview, pupil history, family history, and psychoeducational assessment through group and individual tests.

(2) Developing appropriate intervention strategies. Such strategies might include classroom consultation, behavior modification, individual and group approaches, work with parents, and referral to community resources.

(3) Developing and analyzing data relevant to group-based problems. Such problems might include those of a given classroom, grade level, school or school system. The relevant skills might include those of (1) above, plus large-scale data gathering techniques and their analysis.

(4) Identifying problems which arise in the context of the educational process, whether these problems arise in an individual pupil or in a group.

(5) Applying the knowledge and skills of psychology to the resolution of such problems and the willingness to accept responsibility in an ethical manner.

Specific areas of experience should include but not be limited to the following:

(1) selection, scoring, and interpretation of appropriate assessment procedures,

(2) report writing and the development and implementation of appropriate recommendations,

(3) teacher, parent, administrator and community resources, consultation skills

(4) evidence of preventive, non-assessment intervention efforts, e.g., in-service, program evaluation,

(5) Admission and Release Committee participation, and

(6) counseling and crisis intervention.

V. Continued Training Activities on the Internship

The intern's work schedule shall be arranged so that adequate time is reserved for supervision, special projects, and continued professional development. (See Section I, Purpose).

Activities considered necessary and appropriate in this continued training component include but are not limited to these areas: supervision by field and/or non-field supervisor; projects such as grant writing, program evaluation studies, visitation of model programs, attending or presenting in-service or parent education programs, etc.; attendance and participation in professional meetings such as those sponsored by the Kentucky Association for Psychology in the Schools, Office of Education for Exceptional Children, Kentucky Personnel and Guidance Association (formerly the Kentucky Personnel and Guidance Association), or others as designated by the State Department of Education; attendance at similar professional meetings on a national level when possible.

July, 1980
December, 1980
November, 1983

Suggested Outline
Request for Approval of Internship

Intern _____

Address _____

Internship placement _____ Superintendent _____

Address _____ Phone _____

I. Description of educational setting (Include age/grade range of children to be served; range and type of pupil personnel services provided; range of classes/services for exceptional children; regular and special educational programs; community resources that may be utilized as needed.)

II. Description of work environment (Include physical office setting; privacy of office facilities; access to supplies, telephone and materials.)

III. Supervision arrangement (Include name, address, phone number, and type of certification/licensure of school psychologist's field supervisor; projected time assigned for supervisory contacts; arrangements for phone consultation; the nature of any affiliation with a university training program.)

IV. Projected experiences, goals of internship (Refer to Sections IV and V of the Guidelines, consider intern's strengths and weaknesses; report tentative plans concerning activities, projects, and goals.)

Signatures:

_____
Intern

_____
School Psychologist Field Supervisor

_____
Superintendent

Send to: Consultant, School Psychological Services
Kentucky Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Suggested Outline
Progress Report

Interim (date) _____
Final (date) _____

Intern _____

Field Supervisor _____

Internship Placement _____

I. Summary of Direct Services. Provided to (1) Individual, (2) School Groups and (3) the Community (Include a description of the type of and extent of the service, plus comments indicating the effectiveness of the service. This section may be prepared primarily by the intern.)

II. Procedures of Supervision. (This section requires both quantitative and qualitative information. Include number, length and type of supervisory contacts, and also opinions concerning the strengths and weaknesses of the supervisory structure. Specifically identify any problems or needs that have been recognized by the intern, field supervisor and/or superintendent.)

III. Progress Toward Goals. (This section, prepared primarily by the field supervisor, should relate to Section IV of the Request for Approval in Internship. If projected goals and experiences have been modified, an update should be included. Comments should include consideration of the intern's professional strengths and weaknesses.)

IV. Intern's Job Description. (If a specific job description for the school psychologist position has not been approved by the school system, this may be included in Section II of this report as a projected activity to be completed during the remaining time of the internship.)

Signatures:

_____
Intern

_____
School Psychologist Field Supervisor

_____
Superintendent (or designee)

Send to: Consultant, School Psychological Services
Kentucky Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Appendix F

Standard VIII — Pupil Services (Kentucky Standards for Grading, Classifying, and Accrediting Elementary and Middle Schools, 1983)

and

Accreditation Checklist for School Psychological Services

Appendix F

STANDARD VIII-PUPIL SERVICES

from The KY Standards for Grading, Classifying and Accrediting Elementary, Middle and Secondary Schools, Kentucky Department of Education, 1983. Revised June, 1984.

Commentary

The school district is encouraged to utilize the resources of school social workers, school psychologists, psychometrists, and health and safety coordinators in addressing pupils' personal, social and health concerns.

The following are indicators that this standard is being accomplished:

. . . HEALTH, SOCIAL AND PSYCHOLOGICAL SERVICES

10. The local school district is providing to pupils, parents, and staff psychological services with regard to the educational problems of pupils in the following areas:

_____ a. prevention
_____ b. intervention
_____ c. diagnosis
_____ d. consultation

Documentation

Provide a local school plan of psychological services addressing prevention, intervention, diagnosis and consultation. This written plan of psychological services should include the services available, methods of securing these services and a list of local district staff and/or community of professionals who provide psychological services.

Contact

Principal, psychologist, counselor, school social worker.

Appendix F

ACCREDITATION CHECKLIST

SCHOOL PSYCHOLOGICAL SERVICES

"Prevention, diagnosis, intervention, and consultation services with regard to the educational problems of students should be provided to students, parents, and staff."

School psychological services are provided within a context governed by the competencies of the professionals involved, the needs of the persons served, and ethical and legal mandates.

I. Professional requirements for those persons delivering school psychological services in Kentucky (Qualified Examiners):

1. full-time personnel employed by local school districts should be certified by the Kentucky Department of Education as a school psychometrist or school psychologist.

2. personnel employed by local school districts on a contractual or part-time basis should meet the requirements of one of the following:
   a. certification by the Kentucky Department of Education as a school psychometrist or school psychologist.
   b. licensure or certification by the Kentucky Board of Examiners as a school psychologist.
   c. enrollment as a full-time graduate student in a school psychology training program with faculty supervision.

If 1 of 2a is checked, complete this section:

3. Personnel certified by Kentucky Department of Education at one of the following levels:
   a. Provisional - written approval from the State Consultant for School Psychological Services concerning the required 1-year internship should be on file.
   b. Standard - no internship required.

II. Areas of Service

1. Does psychologist have input into planning and presentation of staff development activities relative to preventive mental health concepts and practices?
2. Are screening procedures established and utilized?
3. Is informed consent obtained from parent/guardian before all psychological evaluations (includes all individual intellectual assessment)?
4. Is a "qualified examiner" responsible for performing all psychological evaluations?
5. Are written narrative reports of all psychological evaluations prepared and made available for Admissions and Release Committee meetings?
6. Is a qualified person present at Admissions and Release Committee meetings to interpret written psychological evaluations?
7. Does the psychologist work with other members of the student services team (counselor, social worker, medical services worker, etc.) to plan, recommend, and assist in implementing intervention strategies?
8. Are there established procedures for referral to school and community resources?
9. Is there a coordinator of such referrals?
10. Is there a follow-up record of the provision and outcome of such referral services?

Appendix G

Child Evaluation Time Analysis

Appendix G

CHILD EVALUATION TIME ANALYSIS*

R	Receive and review referral information	15 min.
R	Travel to and from school	30 min.
R	Review records, confer with teacher and other school personnel, observe student	45 min.
R	Schedule appointments with parents, teachers, or other school personnel	15 min.
A	Interview student's parents, discuss concerns, explain evaluation procedures, secure developmental and social history, and adaptive behavior information	1 hr.
R	Interview and evaluate student	3 hr.
R	Review case material, score test protocols, integrate data, formulate recommendations	1 hr.
R	Prepare a written report, submit for typing, proofread	2 hr.
A	Discuss results with referring teacher	30 min.
A	Discuss results with student's parents	1 hr.
A	Meet with ARC committee to review results and establish group recommendations	1 hr.
	TOTAL TIME	11 hrs. 15 min.

Activities not accounted for in this schedule include finding an appropriate place to work, rescheduling missed or late appointments, adjusting time due to assemblies, fire drills, snow days or similar disruptions, completing administrative paperwork and office responsibilities, consulting with other school and community personnel.

KEY: R required
A always attempted

*Adopted from School Psychological Services Handbook, Georgia Department of Education, 1982.

Appendix H

Kentucky Association for Psychology in the Schools

Continuing Professional Development Program

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

PHILOSOPHY

The Continuing Professional Development (CPD) Program has been designed to provide school psychologists in Kentucky with a framework for the recognition of their continuing professional skills development. Such skills are defined by recent and progressive standards for competent service delivery in the diverse field of school psychology. The CPD Program requires that school psychologists regularly enhance, maintain, and improve their skills through the acquisition of professional credit in the following basic competency areas: Assessment, Evaluation, Prevention, Intervention, Remediation, Program Planning and Development, and Research.

Built into the CPD Program standards is the understanding that various professional development activities are not available to all school psychologists. Although the CPD Program provides incentive for participation in such formalized activities as university courses and specialized workshops, other avenues of fulfilling credit are also open for active involvement. Both receptive (attendance and participation) and expressive (presentation and publication) techniques for gaining CPD recognition are encouraged. All school psychologists, regardless of level of training, job description or geographic location, can take advantage of this program for continuing education and professional development, and receive credit for their activities conducted at the local, state, and national levels.

GOALS

The CPD Program is designed to provide the following benefits:

(a) Recognition of efforts toward the development and maintenance of professional skills,

(b) Accountability for professional development,

(c) Awareness of current developments and innovations in the field of school psychology,

(d) Professional credibility,

(e) Visibility for the profession of school psychology through the accomplishments of its membership, and

(f) Encouragement for school psychologists to share their expertise with their colleagues and other professionals.

SPECIFIC GUIDELINES

Eligibility

The CPD Program is open to all KAPS members. Individuals not holding certification or licensure as school psychologists may receive consultation from the CPD Committee regarding educational opportunities and certification standards in school psychology.

Fees

A processing fee will be assessed for each of the three certificate programs using the following schedule for KAPS members:

Provisional Certificate (1 year) - $5 per year

Standard Certificate (3 year) - $10 ($5 for each of years 1 & 2)

Outstanding Achievement (5 year) - $15 ($5 paid for years 1, 2, & 3)

When submitting your first application, a check for $5 (payable to KAPS) must be attached. You must also indicate the type of certificate for which you are applying. Thus you receive a "discount" for obtaining the "Standard" or "Outstanding Achievement" Certificate.

A non-KAPS member fee for a CPD certificate is $25 per year (includes KAPS membership dues if eligible for membership).

Continuing Professional Development Units

1. All CPD activity contact hours must be converted into CPD Units before being submitted to the CPD Committee for review. Ten contact hours are equivalent to one Continuing Professional Development (CPD) Unit. CPD Units will not be rounded off but will be carried on the CPD Record Forms intact, e.g., 42 contact hours = 4.2 CPD Units.

2. Contact hours are defined as actual time engaged in the activity itself and do not include:

   (a) preparation time (as in preparing lecture notes),

   (b) travel time (to and from workshops or classes), and

   (c) time spent working on papers or projects (for which the applicant is submitting documentation).

3. Those more formal and structured CPD activities are most desirable and CPD Units will be awarded accordingly. Consequently, the applicant should refer to sections delineating the awarding of CPD Unit credit noted in Activity Categories 1, 4, & 5.

4. The CPD Unit requirement for a particular certificate will not be considered complete until the reviewed units are equal to or higher than the number required (e.g., 2.9 CPD Units will not be accepted as completion of a 3 CPD Unit requirement).

5. CPD Units are comparable to the more widely known CEU's (Continuing Education Units) of other professions (e.g., medicine). One CEU is equivalent to one CPD Unit.

Certificates

The KAPS CPD Program has been developed to provide flexibility in meeting the continuing education needs of school psychologists. Participants may choose to work toward certificates offered in the KAPS State program or in the joint NASP-KAPS program for the 3-year Standard Certificate.

CERTIFICATES

The KAPS Program is a general plan for continuing education. Certificates are awarded as follows:

(1) Provisional CPD Certificates

Accrual of three (3) CPD Units (30 hours of contact time) within one (1) year of file activation.

(2) Standard CPD Certificate

Accrual of fifteen (15) CPD Units (150 hours of contact time within three (3) years of file activation. NASP members who complete requirements for this certificate may be awarded a joint NASP/KAPS certificate.

(3) Outstanding Achievement CPD Certificate

Accrual of thirty (30) CPD Units (300 hours of contact time within five (5) years of file activation.

CERTIFICATE	UNITS REQUIRED	TIME SPAN
Provisional	3	1 yr.
Standard (KAPS or NASP/KAPS)	15	3 yr.
Outstanding Achievement	30	5 yr.

Additional Recognition: Upon attainment of any certificate the CPD committee will provide, upon request, a news release that may be sent to the recipient's local newspaper and/or employer.

CPD Certification Process

The CPD Program involves peer review by members of the KAPS Continuing Professional Development Committee. Only documented activities with a specific or close relationship to some area in the field of school psychology are applicable for credit. If the relationship is not apparent, the applicant is responsible for demonstrating in writing to the committee the relationship of the experience to the profession of school psychology.

Activities considered appropriate for continuing professional development credit include, but are not limited to, the following areas:

Assessment & Evaluation. This area includes any CPD activity which augments the applicant's skills in the assessment and evaluation of preschool-aged and school-aged individuals (ages 0-21). The CPD activities in this area include not only "testing" in the narrow sense of the word, but also current issues in the assessment area (e.g., nondiscriminatory assessment, testing legislation, and ecological assessment).

Prevention, Intervention, & Remediation. This area includes any CPD activity which augments the applicant's skills in prevention, intervention, and/or remediation. Professional development activities designed to improve consultation skills are appropriate. Other areas which might be included are family interventions, behavior modification programs, therapy/counseling, educational remediation, kindergarten screening, and discipline.

Program Planning, Development, & Research. This area includes those activities which augment the applicant's skills in research, program planning and evaluation, and other developments related to the educational process regardless of setting. Formalized program planning and development efforts such as early screening and prevention programs, grant writing, and inservice programs are also applicable in this category.

These same areas are delineated in the NASP CPD Program. Descriptions of the appropriate activities follow.

ACTIVITY CATEGORIES

CPD Units may be acquired by taking courses at an accredited college or university; participating in formal workshops, seminars, and institutes; attending professional meetings; teaching in the field; conducting psychological and/or educational research; and/or developing school-wide programs applicable to school psychology. Specific documentation information for each activity category follows:

Category 1: Accredited College or University Courses

Both of the following are required as validation:

(a) a transcript indicating a grade of B or better and

(b) course syllabus or college catalog description.

A bonus of 1 CPD Unit is given for each 4 CPD Units earned under this category, e.g., 40 clock hours = 4 CPD Units + 1 bonus CPD Unit for a total of 5 Units.

Courses taken within a current degree program (master's, specialist's, doctorate) may not be used for CPD Units.

Category 2: Formal Workshops and Seminars

The emphasis of this category is on attendance at formal and structured gatherings (e.g., pre-convention workshops, formal seminars, institutes, and other continuing education workshops).

Both of the following must be submitted as validation:

(a) signature of presenter on program, agenda or brochure, or certificate of attendance, and

(b) brochure/flyer or written description of activity.

Category 3: Attendance at Professional Gatherings

This category includes those less formal CPD activities which do not meet the criteria for Categories 1 or 2, e.g., local, state, and national conferences and conventions; school inservice training programs; and professional organization and association meetings that provide speakers.

While recognizing the contribution of these activities to the overall professional development of the individual, their less formal and structured nature makes it difficult to document their effectiveness with any consistency. For validation purposes, the committee expects that due to the nonstructured nature of this category, the applicant will make every effort to fully document and explain the activity.

Only that time spent in direct participation in augmentative learning activities may be claimed. For example, an applicant may claim only the contact hours spent at presentations and not the entire time spent at a convention.

Both of the following must be submitted as validation:

(a) copies of convention registration forms, cancelled checks, or signature from presenter, and

(b) list and descriptions of meetings attended with contact hours.

Category 4: Teaching and Instruction

Credit may be claimed for a planned activity of teaching and instruction of school psychology students, school personnel, parent or teacher groups, or other consumers of school psychological services.

Any of the following may be submitted as validation:

(a) copies of brochures, or

(b) college catalogs or course listings, or

(c) professional announcements, or

(d) description and/or outline of presentation.

Submitted material must list the applicant as instructor or leader. If more than one person is responsible for instruction, only the actual hours of the applicant's instruction comprise contact hours.

An individual college course or workshop may be claimed only once during any three-year period unless there is a significant change in the content/curriculum. Such change must be documented by submitting old and new materials.

For short-term intensive workshops or seminars of eight hours or less, it is recognized that instruction time may not adequately reflect the effort involved in presenting; therefore, activities in this category are multiplied by a constant factor of 1.5. For example, a four (4) contact hour seminar would result in six (6) hours of credit (4 x 1.5 = 6).

Category 5: Research and Development

This category allows the applicant to receive credit for any formal documentation of research, program development, or program evaluation. This category may be used primarily to credit an applicant's research, publication, presentation activities, and research and development on educationally relevant programs.

Any of the following may be submitted for validation:

(a) copies, reprints, or abstracts of published material or presentations,

(b) professional announcements bearing the applicant's name, presentation title and abstract,

(c) papers or articles published in reviewed education-psychology journals or texts (including book chapters), or

(d) copies of programs, project descriptions, or a statement from a supervisor attesting to the validity and extensiveness of the project.

CPD Unit Conversion Guidelines Specific to Category 5:

1. Papers or articles published in blind reviewed psychology or education journals receive five (5) CPD Units each. With multiple authorship, the primary author receives 5 Units, and the secondary authors divide equally 5 Units (e.g., if three authors, the first author receives 5 Units and the other two authors divide 5 Units equally for 2.5 Units each. Should this system not accurately reflect credit in the publishing of the article, please submit a written explanatory statement signed by all contributing authors. If preferred, a letter of acceptance for publication may be submitted for documentation prior to actual publication.

2. Papers or articles published in open review psychology or education journals receive two point five (2.5) CPD Units each.

3. Presentations made at national psychology/education conferences or conventions receive three (3) CPD Units each.

4. Presentations made at state psychology/education professional gatherings receive two (2.0) CPD Units each.

5. Presentations made at local psychology/education professional gatherings receive one point five (1.5) CPD Units each.

6. Planning or evaluations of school programs or projects receive one point five (1.5) CPD Units each.

7. Other publications will be reviewed on an individual basis.

Note: Applicants claiming credit for published materials which they also presented at national, state, or local professional gatherings will not receive credit for both experiences. It is the applicant's responsibility to claim credit for each activity only once.

DOCUMENTATION PROCEDURES

1. Complete the application form attaching the required documentation and fee payment. NASP members desiring joint NASP/KAPS certification must show proof of NASP membership, if they are not listed in the current NASP membership directory. Your file will be established at the time of completed application.

2. Type or print two copies of all correspondence materials sent to the KAPS CPD Committee, in order that they may be distributed by the committee chair for review purposes.

3. Submit documentation of activities to the committee twice yearly, rather than as they are accumulated, or when a sufficient number of CPD Units are accumulated to obtain a particular certificate. The CPD committee will determine approval/disapproval of submitted documented activities twice yearly, in March and in September. A documentation summary will be sent to each participant regardless of whether he/she has submitted any activity reports for that time period.

4. It is anticipated that at the time of application, an applicant may have recently engaged in CPD activities that would qualify for credit under one of the five categories previously described. Credit may be obtained in these instances provided the activity has taken place no longer than one year prior to the initial application date, and after being certified or licensed as a school psychologist. To obtain credit for these activities, the applicant should send validation of each claimed CPD activity along with the initial application. No claimed CPD activity will be accepted unless adequately validated. The file activation date will be the date of the first activity submitted.

5. Each CPD activity validation submitted by an applicant will be reviewed by the CPD Committee to insure that it meets the prescribed requirements. Each validation should include two copies of the following:

   (1) Description of the activity using the Activity Report, and

   (2) Verification Materials as required and attached to Activity Report.

Once the submitted CPD activity has been accepted, it will be so noted on the applicant's CPD Activity Record form, and verification will be forwarded to the applicant for his/her personal file. If a question arises regarding submitted CPD activities, applicants will be requested to submit additional data.

6. All CPD activities submitted for review must be adequately validated.

No CPD activity will be accepted unless accompanied by appropriate documentation and fee. Again, all submitted validation materials should be copies of originals because they cannot be returned to the applicant.

ACTIVITY REPORT FORM

Please use this form when preparing for CPD activities in all categories.
PLEASE TYPE OR PRINT IN BLACK INK ALL CORRESPONDENCE.

NAME: _____

ADDRESS: _____

_____

ACTIVITY: _____

TITLE OF ACTIVITY: _____

BRIEF DESCRIPTION OF ACTIVITY: (use additional pages as necessary)

NAME OF PRESENTER/INSTRUCTOR: _____

SIGNATURE OF ABOVE PERSON: _____

PLACE OF ACTIVITY: _____
(e.g., name of college/sponsoring organization)

DATE(S) OF ACTIVITIES: (if college course, include # and length of class sessions)

NUMBER OF ACTUAL HOURS OF PARTICIPATION: _____

NUMBER OF CPD UNITS REQUESTED: _____

DATE APPROVED BY CPD COMMITTEE: _____

Appendix I

Service Delivery, Planning and Evaluation Measures (Sample Forms)

Appendix I

SELF-ASSESSMENT FOR PROVIDERS OF SCHOOL PSYCHOLOGICAL SERVICES

		Yes	No
1.	As a school psychologist, I am an integral member of the multidisciplinary team.	___	___
2.	I routinely serve on district-wide committees (e.g., curriculum) to provide input.	___	___
3.	As part of my assessment, I have an opportunity to work with the referring teacher(s) to explore the nature and scope of the child's problems.	___	___
4.	My assessments are multifaceted and rely on information in addition to standardized intelligence tests, such as adaptive behavior measures, systematic observation, and informal tests.	___	___
5.	I regularly consult with teachers, staff members, and parents regarding the needs of children with problems.	___	___
6.	I participate in the planning and implementation of interventions for children with learning and behavior problems.	___	___
7.	I routinely attend team meetings to interpret my assessment findings.	___	___
8.	A written set of policies or procedures for the provision of school psychological services exists for my district.	___	___
9.	My professional development is encouraged through support for attendance at conferences, workshops, and meetings in the form of travel reimbursement and paid leave time.	___	___

	Yes	No
10. Secretarial services are adequate to provide for routine typing, relaying of messages, and related office management functions.	____	____
11. I have sufficient control of my time to manage my activities in a professional manner.	____	____
12. I am free to practice in an ethical, professional fashion as a child advocate.	____	____
13. I participate in regional, state, and national organizations, such as the Kentucky Association for Psychology in the Schools, the National Association for School Psychologists, and the American Psychological Association.	____	____
14. Other staff members, including other administrators, know about and support school psychological services.	____	____
15. The effectiveness of my school psychological services program is regularly assessed, both through routine administrative supervision and self-initiated accountability activities.	____	____
16. I have adequate opportunities for clinical supervision and interchange with a professional school psychologist.	____	____

TIME ACCOUNTABILITY SUMMARY SHEET

me:

ek of:

	M	T	W	TH	F	Total % Time For Week	
SESSMENT							
administration and scoring of tests							
report writing							
observations							
review of student records							
TERVENTION							
in-service presentations							
counseling							
direct intervention							
VALUATION							
conference w/parents							
conference w/teachers							
conference w/outside professionals							
conference w/administrators							
DMINISTRATION/ORGANIZATIONAL							
travel							
review and proof of reports							
preparation for testing & conferences							
attendance at meetings							
professional development							
public relations							
correspondence							
daily log							
LERICAL							
THER							

OMMENTS:

Submitted by: Kay Jakutis

BEST COPY AVAILABLE

Behavior Consultation Record

Behavior Change Program

Child's Name: _____ Teacher: _____

1. Definition of Behavior: Date: _____

   What: _____

   _____

   _____

   _____

   When: _____

   _____

   _____

   _____

2. Measurement of Behavior: Date: _____

   Procedure: _____

   _____

   _____

   Baseline: Date: _____

   _____

   _____

3. Strategy: Date: _____

   Procedure: _____

   _____

   _____

   _____

   _____

Date of Follow-up and Evaluation of Strategy: _____

(over)

Submitted by: Chris Israelson

BEST COPY AVAILABLE

4. Evaluation of Treatment: Date: _____

Data: _____

_____

_____

Treatment Modification: _____

_____

_____

Date of Follow-up and Evaluation of Strategy: _____

Evaluation of Treatment: Date: _____

Data: _____

_____

_____

_____

Treatment Modification: _____

_____

_____

_____

_____

_____

Date of Follow-up and Evaluation of Strategy: _____

Evaluation of Treatment: Date: _____

Data: _____

_____

_____

_____

_____

SCHOOL PSYCHOLOGIST'S DATA MANAGEMENT SYSTEM: INTERVENTION DATA

1. CASE CODE NUMBER: /__ __ __/__ __ __/ (Psych. Init. / Case No.) 2. YEAR: __ __ 3. STUDENT'S NAME: __ __ __ — — — — — — — — — — __ __ __ (First) (Last)

CH Child	I Increase	TR Teacher	CR Counselor
PT Parent		PY Psychologist	PN Principal
TR Teacher	M Maintain	PT Parent	SB Sibling
SB Sibling		PA Psych. Aide	PR Peer
PR Peer	D Decrease	EA Educational Aide	OR Other
OR Other			

4. Intervention Number	5. Behavior?/Measurement?	7. Whose behavior?	8. Direction of change?	9. Entry Level?	10. Criterion Level?	11. Implementor?	12. Intervention Method?	13. Case Review date?
__	Beh: _____ Meas. _____	___	__	___	___	__	____ ____ __	__ __ mo. yr.
__	Beh: _____ Meas. _____	___	__	___	___	__	____ ____ __	__ __ mo. yr.
__	Beh: _____ Meas. _____	___	__	___	___	__	____ ____ __	__ __ mo. yr.
__	Beh: _____ Meas. _____	___	__	___	___	__	____ ____ __	__ __ mo. yr.
__	Beh: _____ Meas. _____	___	__	___	___	__	____ ____ __	__ __ mo. yr.

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SCHOOL PSYCHOLOGICAL SERVICES ASSESSMENT QUESTIONNAIRE

_____

Please complete and return to:

_____

I. BACKGROUND INFORMATION

Please check ( ) the primary descriptor for your current work situation.

1. Position:

_____ Teacher	_____ Nurse
_____ Principal, Bldg. Level Admin.	_____ Guidance Counselor
_____ Administrator/Supervisors	_____ Speech/Hearing
_____ Social Worker	_____ Other _____

2. Primary area of educational responsibility:

_____ Regular Education _____ Special Education

3. Grade Level:

_____ Preschool _____ Elementary _____ Junior High _____ High School
_____ All Levels

II. SCHOOL PSYCHOLOGIST'S CONSULTATION

4. To what extent have you made use of the school psychologist through individual or group conferences/consultation during the present and past school year?

_____ None (Please skip to Section III--Psychological Reports)

_____ One Time _____ Two-Three Times _____ Four-Five Times _____ Six or More Times

For each of the following statements, circle the number which most accurately reflects your perception of the school psychologist you worked with during the present and past school year:

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

5.	Easy to work with	0	1	2	3	4	5
6.	Knowledgeable about the behavior of individual children	0	1	2	3	4	5
7.	Established a good working relationship	0	1	2	3	4	5
8.	A good listener	0	1	2	3	4	5
9.	Offered useful information	0	1	2	3	4	5

SCALE

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

10.	Understands classroom and educational issues	0	1	2	3	4	5
11.	Seemed flexible in his/her ideas	0	1	2	3	4	5
12.	Helped identify useful resources	0	1	2	3	4	5
13.	Viewed his/her role as a facilitator rather than an expert	0	1	2	3	4	5
14.	Fit into my school environment	0	1	2	3	4	5
15.	Respected values which were different from his/hers	0	1	2	3	4	5
16.	Understood important aspects of problems I brought up	0	1	2	3	4	5
17.	Worked well with parents	0	1	2	3	4	5
18.	Helped students through individual counseling	0	1	2	3	4	5
19.	Provided moral support	0	1	2	3	4	5
20.	Appeared interested in my concerns	0	1	2	3	4	5
21.	Offered a valuable service	0	1	2	3	4	5

For each of the following statements, circle the number which most accurately reflects benefits you have received as a result of working with the school psychologist. Use the same scale as above.

22.	Able to see complexities of the problem situation in greater depth and breadth	0	1	2	3	4	5
23.	Able to see alternatives I hadn't thought of before	0	1	2	3	4	5
24.	Find myself trying out some of my own ideas	0	1	2	3	4	5

25. Encouraged me to make my own decisions as to management of problems 0 1 2 3 4 5

26. Helped me work more effectively with parents 0 1 2 3 4 5

27. How satisfied were you with the strategies developed during consultation with the school psychologist?

Unsatisfied 1 2 3 4 5 Satisfied

28. Did you implement any of the strategies?

_____ Yes _____ No

28a. If yes, how successful were they:

Unsuccessful 1 2 3 4 5 Successful

28b. If no, why not? _____

_____

29. How confident are you in your ability to solve similar situations in the future?

Not at all 1 2 3 4 5 Very Confident

30. How would you rate the overall effectiveness of the school psychologist as a consultant?

Low 1 2 3 4 5 High

III. PSYCHOLOGICAL REPORTS

31. How many students in your class or work situation received individual psychoeducational evaluations this year and last year?

_____ None _____ One _____ Two _____ Three or more

If student(s) in your class was (were) evaluated and you received a written psychological report, please answer the following questions.

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Agree
6 Strongly Agree

32. The referrals for evaluation were acted upon in a reasonable amount of time 0 1 2 3 4 5

33. Results of the evaluation (either written or verbal) were given to me in a reasonable amount of time 0 1 2 3 4 5

SCALE

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

34.	The reports addressed the questions asked in the referral	0	1	2	3	4	5
35.	The recommendations were helpful in establishing a solution to the problem situations	0	1	2	3	4	5
36.	I was satisfied with the overall reports	0	1	2	3	4	5

IV. COMMENTS

What specific suggestions would you have to improve the overall quality of the school psychological services being provided?

Developed by:

Joseph E. Zins

TO: Building Principal
Re: Support Staff Evaluation

The following questionnaire will be used in the annual evaluation of _____. It is possible that building staff members, such as counselors or individual teachers, may have had more extensive opportunity to observe the services this individual is charged to provide. It may be helpful to include such staff members in the evaluative process. Please be as objective as possible when checking the most descriptive column for each of the terms below. If a question does not seem appropriate in relationship to the individual's job description, please check the column labeled "Not enough information to respond." The results of this survey will be shared with the individual being evaluated.

COMMUNICATION SKILLS	Seldom or Never				Always or Usually	Not enough information to respond
Works effectively with staff to improve programs for students	1	2	3	4	5	_____
Conducts worthwhile meetings as needed or contributes effectively in staffing	1	2	3	4	5	_____
Explains clearly and is easy to understand	1	2	3	4	5	_____
Encourages staff to consider alternative approaches to problems	1	2	3	4	5	_____
Respects, considers and/or acts on opinions of school staff	1	2	3	4	5	_____
Effectively resolves conflicts between parents, teachers, and students when needed	1	2	3	4	5	_____
Is sincere and consistent in dealing with staff	1	2	3	4	5	_____
Understands and tolerates differences in point of view	1	2	3	4	5	_____
Has respect of administrators	1	2	3	4	5	_____
Effectively uses and/or coordinates other resources within the district, building, or community	1	2	3	4	5	_____

Submitted by: David Piercy

	Seldom or Never				Always or Usually	Not enough information to respond
PROCEDURES						
Does an effective job of interpreting district philosophy and procedures to staff	1	2	3	4	5	
Follows district procedures and policy	1	2	3	4	5	
Studies all implications before changing programs and consults with administrators or staff	1	2	3	4	5	
Is readily available for consultation by staff members, parents, and others and makes them feel welcome to bring problems to him/her	1	2	3	4	5	
Assesses child's needs and prescribes appropriate programs	1	2	3	4	5	
REFERRALS						
Responds promptly to referrals	1	2	3	4	5	
Develops plan for responding to referrals	1	2	3	4	5	
Contacts person referred within reasonable time	1	2	3	4	5	
Follows up with person who made referral	1	2	3	4	5	
Do you feel that you achieved your purpose in working with this person?	1	2	3	4	5	
How likely is it that you would request services again, if you needed help in the future?	1	2	3	4	5	
How likely is it that you would recommend this service to a colleague?	1	2	3	4	5	

Page 3 - Support Staff Evaluation

Individual strengths: _____

_____

_____

_____

Areas needing improvements: _____

_____

_____

_____

Additional comments. _____

_____

_____

_____

_____
Signature of Evaluator(s)